DOCUMENT RESUME

ED 092 655 UD 014 360

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TITLE	The Ford Training and Placement Program: History of the Ford Training and Placement Program; Urban Education in Chicago: An Experimental Program.
INSTITUTION	Chicago Board of Education, Ill.; Chicago Univ., Ill. Graduate School of Education.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Jun 70
NOTE	96p.; Parts of this document will not be clearly legible due to the print quality of the original
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	College School Cooperation; Curriculum Development; Education Majors; Field Instruction; Foundation Programs; *Preservice Education; *Program Development; Role Perception; School Organization; Social Systems; Teacher Education; *Teacher Education Curriculum; Teacher Placement; *Urban Teaching
IDENTIFIERS	*Illinois

ABSTRACT

In terms of training teachers, the Ford Training and Placement Program is unique. It uses the cadre-model in the internship and placement year of the training program. The teacher training is focused on an attempted immersion of the university-based student into not only the grade level or subject-matter specialty in which he seeks a degree, but into the entire social system of the school and the outside institutions which affect the school as it operates. Thus, an understanding of the school and the milieu in which the student is placed is necessary as well as an understanding of the use of tools necessary to operate effectively. Focused preparation includes training in working with the established faculty of the school and becoming aware of the policy-making operations and procedures of the Chicago Board of Education. Cross-role preparation is provided whereby the MAT and MST students are joined by experienced teachers who have worked in the schools and the administrator of the school in which the intern is placed. The cross-role concept includes educational specialists, adult educators, social workers and social psychological workers. The entire experiment is complex, but in its complexity many different innovative ideas have emerged in almost all areas dealing with urban education. (Author/JM)

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THE FORD TRAINING AND PLACEMENT PROGRAM

History of the Ford Training and Placement Program

URBAN EDUCATION IN CHICAGO. AN EXPERIMENTAL PROGRAM

Phase I 1968-1970: Development, Organization and Operation

Phase II 1970-1971

Phase III 1971-1972

Phase IV 1972-1973

by

Juliet E. Walker

June, 1970

"It is ironic that the present structure of education seems to provide children with resources for learning in inverse relations to their needs."
Jacob Getzels
(Chicago, 1967)

U.D. Chicago

A decade ago efforts to help education were focused on reducing the teacher shortage. This stimulated creation of the MAT and MST programs which became a major effort to train qualified teachers. Today these efforts are being replaced by other devices for helping schools. The focus is changing from teacher training to other programs designed more particularly to help urban schools. These often stress new organizational models rather than teacher training. Some examples are Head Start, Teacher Corps, and Community Schools, all of which are getting large foundation and government support.

The Ford Training and Placement Program represents a transitional step in this connection. It is a teacher-training program, but it is specifically designed to improve urban education. . . (The MST and MAT) programs could not help the ghetto school because its product, while often being effective with ghetto children, was often unable to cope with the social system. Thus, foundations, seeking the solutions to ghetto education problems, turned from teacher training (sic) other alternatives.

The Ford Training and Placement Program proposes to make modifications in teacher training in two respects. It proposes to give different training to those planning to teach in the inner-city and it proposes to train those in the various fields as a group. In this way it is hypothesized that the professional so trained will be able to have some influence on the school social system and thus be able to effect some change where individual teachers have failed. It is this new focus which is seen by foundations and government as a hopeful way to help urban education. This focus is obviously directed toward education in the inner-city and toward variations of the traditional teacher-training model.[1]

[1] R. Jerrems, C. Spaulding, J. McCampbell, S. Simeon, and T. Griffin, "Progress Report: January, 1969," Ford Training and Placement Program, University of Chicago, 1969. pp. 21-22. (Duplicated)

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PREFACE

This is an inquiry into what has happened in the Ford Training and Placement Program from the initial stages of its development to the end of its 1969-1970 operational year. The sources used were unprinted manuscripts, resource papers, staff reports and minutes, committee reports and minutes, Ford Training and Placement Program newsletters and documents from Research and Evaluation. Records based on my personal observations of staff in its policy-making activities and in its relationships with other components of the program as well as staff member's personal observations of their participation in other aspects of the program have also been utilized as source materials.

This will not be a minutely chronological report nor an in-depth analysis or interpretation of the Ford Training and Placement Program, but a record of the dominant factors that have characterized the development of the program. Emphasis is also placed on the inter-relationships of the various components of the Ford Training and Placement Program from the Ford Training and Placement Program Staff's point-of-view as well as from the point of view of the developmental and operational activities of an experimental program designed to improve education for black students in the urban community through a cadre process of training and placing teachers.

Any historical inquiry based on contemporary events lends itself to the use of a wide variety of primary resources; however, experiences have shown that these sources are neither more reliable or have more validity than secondary sources, especially secondary sources based on accounts by those people who are no longer directly involved in the program or those people who have been non-participating observers of the Program. The Ford Training and Placement Program is a contemporary on-going project with most of the people who are or were involved still available to give their interpretation of the project as well as their interpretation of their participation in the project. Utilization of these resources in this phase of the history will be in limited way only.

Throughout this inquiry constant reference will be made to the cadre approach to teacher training; however, a systematic analysis of the development of this phase of the program is being done by Research and Evaluation which has been better able through greater use of the tools of the social sciences to explain by direct observation this segment of the Program. Through empirical observation and by sampling, polling, weighing and classifying data in order to find patterns of similarities, Research and Evaluation can help direct the development of the cadre model in teacher training and teacher placement.

The historical development of the cadre model of teacher training will be the focus of another phase of this history when the information from other components of this collaborative program is obtained. So far there has been no attempt to collate, synthesize and analyze documents from these sources which are the Department and Graduate School of Education, Social Service Administration, the Chicago Board of Education and the various public schools in which the program has operated.

The further development of the history of the Ford Training and Placement Program will also make greater use of oral sources, particularly from the various participants in the program in terms of how they defined their role and how it developed as their function in particular role capacities. The complete history will be an analysis and interpretation of the Ford Training and Placement Program from the point-of-view of two separate but not mutually exclusive areas. One area is the theoretical basis of this program, as proposed by Getzels and modified through the operation of the Program, and the other is the defining, comparing, contrasting and analyzing of the Ford Training and Placement Program in terms of its relation to historic and contemporary patterns of urban education, particularly from a historical perspective and its experimental nature.

The documents of the Ford Training and Placement Program have illustrated that in its conceptual as well as operational framework, it is a microcosm encompassing the basic ideals, theories and practices

that have characterized American education. The Ford Training and Placement Program shows the dichotomy that exists between teacher-training institutions and teaching in the public school institutions. Ford Training and Placement Program participants like other educators view the schools as a social institution, an agent for transmitting culture. However, not all have agreed that the relationship between the schools and society should be one continous interaction whereby the schools develop curriculum materials and teaching techniques that can improve education to meet the needs of a changing society.

In the Ford Training and Placement Program the clients, who are the students, schools and communities, are different in that they are Black and have been outside the area of concern in terms of urban educational programs geared specifically to meet the needs of that community. Also the fact that the Ford Training and Placement Program operates as an experimental program within the context of contemporary urban education is not a unique venture. Every major urban school system has within its operation various groups experimenting and seeking to provide the answers as to how to improve the urban school or more specifically, to find out what to do about the education of black students.

Thus, in terms of the fact that the program is experimental in nature, any historical analysis of its developmental activities should not be interpreted in terms of successes or failures, but only in terms of what has happened, the ideals developed, the techniques created and the insights and solutions suggested or demonstrated as one answer to providing a better program of teacher education as well as a better method of providing quality education for students in urban schools.

I

INTRODUCTION

In terms of training teachers, the Ford Training and Placement Program is unique. Its uniqueness lies not only in the use of the cadre-model[1] in the internship and placement year of the training program but also in that the teacher training is focused on an attempted immersion of the university-based student into not only just the grade level or subject-matter specialty in which he seeks a degree in the MST and MAT program, but into the entire social system of the school and the outside institutions which affect the school as it operates. Thus, an understanding of the school and the milieu in which the student is placed is necessary as well as an understanding of the use of tools necessary to operate effectively.

Focused Preparation also includes training in working with the established faculty of the school and becoming aware of the policy-making operations and procedures of the Chicago Board of Education. However, instead of the MAT and MST conceptualizing what these relationships will be and then putting theory into practice, the Ford Training and Placement Program provides Cross-role preparation whereby the MAT and MST students are joined by experienced teachers who have worked in the schools and the administrator of the school in which the intern is placed.

The Cross-role concept expands also to include educational specialists, Adult Educators, Social Workers and Social Psychological Workers. The specialized training of these cadre members enables the interns and the experienced teacher to understand and work more effectively within the entire school social system.

The Cadre also includes staff members. The Group Process Consultant works with the cadre throughout its internship year in providing the skills which help it as a group to operate more effectively in solving a school-related problem. The Cadre Liaison helps provide resources from both the University and the school in which the Cadre is placed and helps to resolve sources of conflict between the Ford

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[1] See Appendix - document 4, "Some Descriptive Statements," for a brief definition of the cadre model. For further elaboration see Chap. IV.

Staff and the Cadre as it operates within the constraints of the Ford Training and Placement philosophy. A Curriculum Coordinator in the various subject-matter disciplines also provides resources and guidance; however, this person is not a regular cadre member although cadre liaisons with skills in a particular discipline sometimes serve as the curriculum coordinator or provide the same resources that a University based curriculum coordinator would.

The entire experiment is complex, but in its complexity many different innovative ideas have emerged in almost all areas dealing with urban education. This has been true not only in teacher-training but also in educational research which is unique because instead of focusing exclusively on the traditional subjects of teacher-training inputs, the achievement of the students involved, it focuses on the teacher-training program. Research and Evaluation in implementing two of the goals of the program, one being to study the process and the effects of the program in order that the results may be disseminated, has focused its evaluation on the cadre model as it operates. Wayne Doyle, the Director of Research and Evaluation has stated that:

> After greater clarity in the project has been achieved, it will be in order to look directly at the teaching behavior of Ford Training and Placement Program personnel to see how new knowledge and skills are actually being used in the classroom. Ultimately we must be concerned directly in how this program is improving the learning of pupils. Only after it has been established clearly how the pupils should be affected by the new knowledge and skills which Ford Training and Placement Program teachers bring to the inner-city classroom can we begin to evaluate the impact of the experiment on pupils.[1]

The Chicago Board of Education too is coming to grips in dealing with teacher-training institutions in that since they utilize the products of teacher-training institutions, they can also make valuable inputs by being involved in helping training prospective faculty members. By being involved directly in the training of teachers it becomes aware of the on-going changes in teacher education and becomes involved willingly or unwillingly in fostering changes.

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[1] W. J. Doyle, "Methodology: A Crucial Issue For Research and Evaluation in Experimental Programs," FTPP, University of Chicago, 1970, p. 12. (Duplicated)

Public school students are also involved in the Program. Some participate in the Summer Programs, some participate as full members of the cadres and then there are the students who are pupils of the teachers who are in the Cadres. The students recognize that they are involved in a teacher-training program. Sometimes they seem to have a more realistic interpretation of the social system of the schools as they operate than do some Cadre members.

The experimental program is different also in the sense that it recognizes that personalities are to a great extent responsible for the success or failure of an educational program rather than the operational structure being responsible for the failure of an educational program. A great deal of effort has been expended to find people who would really benefit by the cadre model of teacher-training. This is a significant factor which must be taken into serious consideration by any institution that wishes to use the Ford Training and Placement Program as a model for teacher-training. Research and Evaluation has already documented the effects and results of the cadre model working successfully when the participants are committed to this method of teacher-training.

Thus, if the Ford Training and Placement Program makes no other contribution to Urban Education, it will show that teachers for urban schools must be highly selected individuals who are capable of teaching the whole child. The Board of Education must also take cognizance of this fact in that current placement of teachers have recognized only one of the many criteria necessary for successful teaching and that is mastery of the subject-matter that is taught. There are other areas in addition to that of competence in the subject-matter which also must be considered.

Another situation that develops as a result of experimental programs is the loss of the participants involved in that they do not usually remain in the classroom. Because there is such a shortage of highly trained teachers who have been trained to work specifically in urban areas, teachers who have received this type of training are in high demand. Many move up or out of the public schools, up into educational administration positions or out into teacher-training. This of course

has both positive and negative connotations, positive in the sense that they are in a position to influence the wider use of the cadre model in the schools in which they are administrators or in the teacher-training institution in which they teach. The negative aspect is the loss of this teacher in the urban schools. Nevertheless, wherever these people are, they are more receptive to new ideas in education and not only do they encourage implementation of these ideas, they also continue to participate in the development of them.

So the FTPP by collaborating with the entire structure involved in the training and placing of teachers, the University, the Chicago Public School System and the public schools and by involving as many educational professionals that work within this structure--the prospective teachers, the experienced teachers, the administrators, educational specialists, University teachers, principals and district superintendents--seeks to provide complete training in the area of urban education through the cadre model.

The "success" of the program will perhaps not be seen by the students immediately because it is very difficult to measure all areas in which there has been a change in behavior due to new experiences. However, by focusing attention on the necessity for training teachers not only in their educational speciality but also through a focused and coordinated training program, the FTPP can have an impact on Urban Education.

The "success" of the program can be measured in terms of how successfully a cadre operates within the social system of the school in which it works. FTPP views itself as having a self-correcting mechanism. Some participants have difficulty sometimes adjusting to a program which allows one to "back up" and begin again if something fails. This attempt at pragmatically approaching educational problems is however not new in theory, but the practical application of it has been somewhat difficult within the urban school structure.

Some participants accept the theory of a self-correcting mechanism in the FTPP, but feel restrained in pursuing activities which they feel are not within the constraints imposed by the FTPP and the other components operating in this program. Exceptional cadres for example such as the

DuSable, Horace Mann and Forrestville cadres have operated differently in the sense that they have utilized the resources of the FTPP and have developed educational programs that have or can contribute to a more meaningful learning experience for the students they teach.

Any cadre member that operates within an established social system has to view the system realistically. Private on the part of participants who fail to view the school system realistically and who feel that if changes are to be made they must be drastic and immediate and that the entire social system of the school must be changed before any successful and meaningful learning experiences can take place, will certainly find themselves hindered in implementing their educational programs. The Board of Education must also be viewed realistically. It does not operate in isolation and any program that comes into the established social system of the prevailing school structure must contend with this structure. The FTPP operates within this structure; however, through the cadre method of teacher-training and placement, it helps to develop the processes by which the social system of an urban school can be better able to provide quality education for students in an urban school.

II

THE DEVELOPMENTAL AND CONCEPTUAL FRAMEWORK OF THE FTPP

Ford Training and Placement Program began in January, 1968. Its development can be attributed to two interrelated factors. One was that in January, 1966, the Ford Foundation had expressed an interest in the development of a teacher-training program which would give specific attention to the problems of teaching in the inner-city. Its specific concern was a program concentrating on pre-service and in-service training for inner-city teachers, research in teacher education, and improvement of the quality of undergraduate instruction as they related to the problems of teaching in the inner-city.[1] The Department of Education and the Graduate School of Education of the University of Chicago had developed through its teacher-training programs, educational specialists programs oriented to urban public education. Their trainees in these specialists programs have most of their practicum experiences in inner-city school districts of the Chicago Public Schools.[2]

In response to Ford's interest in inner-city education, the University's Department and Graduate School of Education had by July, 1966, organized the Inner-City Specialist Committee. The chairman was Frederick Lighthall whose participation in the FTPP to a great extent reflects the development of the FTPP. Its goal was the development of a new perspective in the training, placement and support of educational specialists. The membership of the committee consisted at first of a cross segment of educators from the various specialists training programs in the School of Education and then later, public school representatives. The program as it was conceived would concentrate on cross-role training of educational specialists. These specialists would include prospective teachers, administrators, psychological

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[1] "Raw Chronology of Ford Training and Placement," FTPP, University of Chicago, February 4, 1969, p. 1. (Duplicated)

[2] "III. Development of Ideas for Collaboration," FTPP, University of Chicago, June 4, 1967, p. 1. (Mimeographed) See also, Inner-City Specialists Committee, "A Program of Training and Placement of Professional Groups for Inner-City Public Schools," FTPP, University of Chicago, (no date), pp. 6 and 7. (Mimeographed)

specialists, curriculum specialists, adult education specialists and educational researchers.

The major focus of this program was to combat the prevailing practice of teacher-isolation and the negative consequences of defeatism that has characterized too many inner-city schools. The program was to be a collaborative effort of both the University of Chicago and the Chicago Board of Education. The goal of the training would be to establish a network of relationships which would include the educational professional, the students and the adults of the urban school community.[1] As a result of the various activities of this committee, a program was developed to implement the proposed goals of the Inner-City Specialists Committee. The proposal was presented to the Chicago Board of Education in January, 1967,[2] and was approved (Resolution 67-1271-3, dated December 27, 2967).[3]

Thus, the FTPP developed as a response to the demand for improved education for inner-city schools through the training and placement of educational professionals who would be specifically trained for work in urban schools. The conceptual framework of the program is based on Jacob Getzels' article, "Education for the Inner-City."[4] Conceiving the school as a social system where roles never function in isolation but always in complementary relationships to other roles, led Getzels to suggest that under the present traditional structure of inner-city schools the teacher is forced into isolation which leads to consequences that are pervasive and damaging. He added that professionals are forced to sense problems from a single and insufficiently comprehensive perspective, and that individual attempts to create change are rarely supported, and that meeting failure the individual professional is given several disheartening alternatives: accept with resignation the status quo, move from the inner-city school, or leave the profession entirely. He attributes the responsibility for

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[1]"III. Development of Ideas for Collaboration," op.cit. pp. 1-3.

[2]"Raw Chronology," op.cit. p. 3.

[3]"Fact Sheet: A Program of Training and Placement of Professional Groups for the Inner-City Schools," FTPP, The University of Chicago, 1968, p. 1. (Duplicated) See Appendix document A.

[4]J. W. Getzels, "Education in the Inner City: A Practical Proposal by an Impractical Theorist," The School Review Vol. 75, No. 3, Autumn, 1967. pp. 283-299.

perpetuating this isolation not only to the public school system but also to the university's present procedures of training education personnel.

His conclusion was that if the school is to function properly, there must be communication between those who train the educational personnel, those who utilize the personnel, and those who are served by the personnel so that there will be at least some degree of interaction between the school, the community, and the university. The four-point proposal that Getzels suggested is geared to facilitate communication among all groups involved in urban education. It is based on focused preparation of school personnel, co-ordinate preparation of school personnel, the formation and placement of cadres, and the establishment of demonstration and induction schools.[1]

The operational framework of the program that Ford developed is a two year sequential training and placement program incorporating the Getzels Theory. It has been modified to some degree to meet the educational problems that had not been anticipated at the time the proposal was written in 1967. The internship year incorporates both the focused and co-ordinate preparation of the Getzel Theory. Focused preparation is when the educational professionals are trained in their speciality in their respective academic courses and seminars with the focus being on utilizing the training in an urban school. At this time there are six different training programs for educational specialists: the secondary teacher training program (MAT), the elementary teacher training program (MST), psychological specialist program, school social worker program, the adult educational specialist program, and the school administrator program.[2] Coordinated preparation, or cross-role training, enables each professional group to gain insight into the other specialist programs.

The students in these programs are working ordinarily to receive degrees at the master's level. Those who are in training to become classroom teachers at the secondary level are being trained in the Master of Arts in Teaching (MAT) program which is a two year program for students who have a liberal arts Bachelor's degree. Those who are preparing to become elementary teachers are enrolled in the Master of Science in Teaching (MST) program

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[1] Getzels, op. cit.

[2] See Appendix document B for information on the specialist programs.

which is a four-quarter program for training teachers at the elementary level. The students who are preparing to become social workers are receiving their training in the University's School of Social Service Administration. The roles of the psychological specialist and adult educator are relatively new. These students are being trained in newly developed programs in the Department of Education.[1] Emphasis is placed on training teachers and specialists who will work in the urban school. This training takes place in both the university and the public schools.

The other objectives[2] of this program as it now operates, along with that of placing a professional group or cadre within a school, are: to develop and evaluate programs which can be disseminated for the training and placement of teachers and other professionals in urban[3] (emphasis mine) schools; to assist the school staff in developing a sense of shared

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[1]Raymond Jerrems, "The Ford Training and Placement Program: A Program of Training and Placement of Professional Groups for Inner City Schools," sponsored jointly by the Chicago Board of Education and The University of Chicago, FTPP, The University of Chicago, Spring, 1968, p. 5. (Duplicated)

[2]Henrietta Schwartz, "A Program of Training and Placement of Professional Groups for Urban Schools," FTPP, University of Chicago, 1969, p. 3. (Duplicated) These objectives were stated also in the program description issued to the public in November, 1968, by the first director of the program, Raymond Jerrems. He stated that four separate statements of the goals for the FTPP had been issued and that, "The goals given in all the statements may be faulted for ambiguity; however, they are coherent, quite consistent through the four stages of development, and if read for implicit meaning rather than for explicit prescription, the goals are clear." Raymond Jerrems, "What Are the Goals of the Ford Training and Placement Program?", FTPP, University of Chicago, 1968, p. 1. (Duplicated) The difference is that the term "urban schools" is used in the Schwartz statement whereas "inner-city schools" had been used in previous goal statements.

[3]Henrietta Schwartz, "A Program of Training and Placement of Professional Groups for Urban Schools," op. cit., p. 3. Henrietta Schwartz said that, "The term 'Urban' also needs to be defined. The major elements of the program--training at the scene of employment and training in a cross-role group--would be valuable additions to any educational program for any target schools. However, since the focus of this program is urban education, the program will search for schools that exhibit the characteristics of the inner-city that are interested in cooperating with the program."

responsibility for the entire educational program within that school; to help the cadres analyze existing programs, curricular texts and teaching materials, and to work to modify them or to develop new ones which will be more responsive to the needs of the students.

The program has been in operation since 1968 and will continue until 1973. Currently, there have been six cadres that have participated in this program.[1] The training program begins in the summer consisting of a six weeks training session. The program has four components: a cross-role seminar, practice of new teaching methods, a study of "The Learner and Society" and a curriculum seminar. Focus is also placed on the study of Afro-American history and culture. The goals of the summer program are to organize the cadres and to help the teachers and the educational specialists in the cadre prepare for the internship year which begins in September.[2]

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[1] See Appendix document C, "Chronological Chart of FTPP in Operation."

[2] Schwartz, op. cit., p. 5.

III

POLICY MAKING AND ORGANIZATIONAL OPERATIONS

The organizational structure of the FTPP is based on a committee system which determines policies for the operation of the program and the university Ford staff which develops, coordinates and implements committee policies. There are four major committees. They are the Executive Committee, the Cross-Roles Committee, the Curriculum Committee and the Coordinating Committee. Sub-committees and ad hoc committees are developed and in operation as the need arises. One important sub-committee is the Planning Committee which focuses on cross-cadre activities.

The Executive Committee is responsible for broad policy planning in relation to cadre operations, the selection of public schools involved in the program and the budget. The Coordinating Committee is responsible for the formulation, revision or approval of major operating plans that involve the direct operations of the cadres as they operate in the schools. The Cross-Role Committee is responsible for cadre training programs. The Curriculum Committee is responsible for the development of subject and inter-disciplinary curriculum training.

These four committees, as exemplified by their membership and responsibilities, are a reflection and an extension of the conceptual and collaborative basis of the FTPP. The Cross-Roles, Curriculum and Coordinating Committees reflect through their operations the focus and coordinate preparation goals of the program. Its members are all university-based people including faculty members involved in training cadre members and various members of the Ford staff as they relate to the implementation of these policies. The Executive Committee reflects through its membership both the collaborative nature of the program as well as the teacher-training and placement goal of the program. Its members are from all three components of the program--the Chicago Board of Education, the University of Chicago, and the Ford staff.

One element that is lacking in the policy-making structure of the FTPP in terms of its role as defined in the conceptual structure of the program is the community component. Getzels said that:

> . . . the conception of the school as a social system suggests that if the school is to function properly there must be communication between those who train the educational personnel, those

> who utilize the personnel, and those who are served by the personnel. That is, there must be at least a modicum of interaction between the school, the community and the University.[1]

Efforts have been made from the very beginning of the FTPP to utilize community resources[2] but so far as the program has developed, community involvement has been on a limited basis, and it has been virtually at the school level only in the cadre as it has operated within the school. So in the on-going operation of the FTPP from its inceptions to the present one observation of community involvement has been that in terms of policy making:

> Planning and decision making procedures have left the school people on the periphery and community people over the horizon. On occasion, school people are consulted and sometime weight is given to what community people might want, but the actual planning is done at the University and decisions are made by groups which are dominated by University faculty.[3]

Thus, although policy making appears diffused in that the operational policies and guidelines of these four committees and staff are clearly defined in terms of distribution of duties (in that the Executive Committee establishes operational policies, the Cross-Role Committee and Curriculum Committee suggests training policies and the uses of resources, the Coordinating Committee develops policies for implementing the program and the Ford staff directs the program), it is nevertheless concentrated. With the exception of the Executive Committee, there is a cross membership in the other university-operating committees as well as the Ford staff, with the Executive Director being a member of all five. By being a member of the four committees as well as the director of the staff, the Executive Director must operate in a liaison capacity to facilitate the joint operations of this program by helping to focus attention on the development of policies which are geared to realistic conditions and to problems that develop in the training and placing of a cadre in an established social system. The university Ford staff members have as their general responsibilities the

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[1] Jacob Getzels, on. cit., p. 288.

[2] "Development of Ideas for Collaboration," on. cit., p. 2.

[3] "Progress Report . . . January, 1969," on. cit., p. 21.

tasks of administering FTPP policies as they relate to their roles which have been conceptually constructed but are defined and structured through operation. The staff as it operates today consists of an Assistant Director, Director of Research and Evaluation, Research Assistants, Cadre Liaisons, School Liaison, Community Liaison, Coordinator of Dissemination and Demonstration, Group Process Consultants and Historian.

Administrative problems which have characterized policy making in the FTPP have not changed, although various efforts have been made to develop procedures which will facilitate the implementation of policies. The condition described here is still typical of decision making in the FTPP as it has operated.

> Decisions have usually been made by agreement among the persons responsible for the program operation. Where there have been disagreements they have usually been resolved by compromise. These compromises have resulted in overburdening the intern and the budget, but not in reducing the conflict.
>
> Planning has resulted in conflict because it has been difficult to establish collaborative procedures. Each person or committee has planned separately and then assumed that the Director or Executive Committee would make a coherent whole out of the pieces . . . Another disturbing result is that interns and public school people have been subjected to too much duplicated efforts and conflicting directions as various committees and groups dealt with them directly and without coordination with other groups.[1]

The organizational structure of the FTPP grew out of the policy-making procedures established by the Inner-City Specialists Committee which later became the Cross-Roles Committee in the FTPP. The Inner-City Specialists Committee was the group which organized the FTPP and developed the cross-role training process which is the basis of the cadre organization.[2] This committee dealt with policy issues that were later delegated to the other four committees as they developed.

For example, in March, 1967, before the FTPP was organized, Kenwood High School and several schools in Woodlawn were suggested as being schools in which the program would send a cadre.[3] This function of selecting

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[1] "Progress Report . . . January, 1969," op. cit., p. 20.

[2] To review the role of the Inner-City Specialists Committee in developing the program see supra, p. 6.

[3] "Raw Chronology," op. cit. p. 3.

schools was later taken over by the staff with the Executive Committee making the final decision on the school to be selected. This committee also drew up a budget proposal, a function later taken over by staff and submitted to the Executive Committee for approval.[1]

The Inner-City Specialist Committee had also concerned itself with the length of time the cadre would be trained and placed under the program. A four-year training program had been considered at first but this was later reduced to three years. An examination of the area of training which would have constituted this fourth year has not been made; however, it is interesting to note that two of the first cadres--DuSable and Kenwood--which began operations in the 1968-1969 training year, with the interns being in training in the 1967-1968 school year, have proposed plans which would still involve them with the FTPP in its 1970-1971 operational year. This is also an indication that the cadre model can continue even after the training and placement years. No specific guidelines have been anticipated for the extension of FTPP involvement in a fourth-year training program. The DuSable involvement was initiated at the school level and the FTPP was approached for resources to support a proposal that the DuSable cadre had conceived.[2]

By September, 1967, the Inner-City Specialists Committee had become the Cross-Roles Committee[3] and had begun to deal primarily with the problem of cross-role training which would eventually be the specific area in which they would function in the FTPP once the program began. Some of the real problems they identified in terms of putting the program into operation were: What would be the specific inputs of the Chicago Public School system? Would the UAT coordinators participate in the cross-role program and at what level?[4] This issue was vitally important because cooperation among the university specialists training programs was essential to cross-role training. The issue also related to the possibility of allowing students to modify the number of courses usually taken in their subject field in

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[1]"Raw Chronology," op. cit., p. 4.

[2]Henrietta Schwartz, Memorandum to DuSable Cadre, FTPP, University of Chicago, February 2, 1970. (Duplicated)

[3]"Raw Chronology," op. cit., p. 4.

[4]Ibid.

order to offer more time for specialized professional training in the schools during the internship.[1]

In November, 1967, Cross-Roles had relinquished over-all planning to the newly organized Executive Committee. Initially the Cross-Role Committee acted as an advisory body to the Executive Committee, as it began establishing operating procedures not only for the program but also in circumscribing the area in which it would operate within the program. By January, 1968, the Cross-Roles Committee was planning the cross-role training program for the Summer Program.[2] By February, 1968, the Executive Committee had become the focal point of formulating policies for the total operational procedures of the FTPP and Cross-Roles began to deal specifically with developing policies concerning the training of the educational specialist who would work as a cadre in the school.

The Executive Committee has reflected through its mode of operation and membership the traditional inaccessibility to policy making that characterized large institutions. For example, cadre members in the first year of the program viewed the three major components of the program--the Chicago Board of Education, the University of Chicago and the Ford staff--negatively in that they said the FTPP was making what they considered unnecessary policies which they viewed as being poorly planned or dreamed up at the last minute by people who knew little if anything about the realities of an inner-city school.[3] Their anger and frustration was directed at the Executive Committee since it is responsible for making the policies which guide the operation of the FTPP. "The lack of visible structure and plan to cadre members may be attributed to the Executive Committee of the FTPP."[4]

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[1] For the development of the Cross-Role Training Program and how it compares to the University of Chicago's CAT Program see Appendix, document F, "Conflicts."

[2] "Raw Chronology," op. cit., p. 6.

[3] Memorandum from Edwin Bridges of the Research and Evaluation Committee to the Executive Committee, FTPP, University of Chicago, January 31, 1969, p. 3. (Duplicated) (The Research and Evaluation Committee has been disbanded. Research continues under a Director of Research and Evaluation and his staff.)

[4] Ibid.

The lack of communication and coordination of the program policies have been one of the operational problems of this program.[1] In an experimental program communication must include not only the request for the action desired but also the rationale for the response which is requested. Otherwise, the implementation of the action requested will be met with resistance as have many requests made by staff in carrying out the policies which the Executive Committee has made. In most cases the requests which have met with resistance are those in which the request conflicted with established procedures; thus, there is a greater need for collaboration of policies so that the cadre as it operates in the schools will not be pulled in several directions at one time while attempting to carry out the policies of the Executive Committees.

By January, 1969, the Executive Committee was developing ad hoc. It was suggested that membership be redetermined on the basis of expertise with the FTPP goals.[2] The membership of the Executive Committee has always been characterized by people who have demanding responsibilities in many other areas in their high-level positions in the University of Chicago or the Chicago Board of Education.

Between January and June, 1969, the Cross-Role Committee which at one time was concerned with the functioning of the entire Ford program became more involved in the planning and implementation of cross-role activities for each cadre. Cross-roles is designed to build within the cadre a group which has a thorough knowledge of all aspects of the school program and the relation of each professional person to that program. The cadre is expected to become familiar with the duties and responsibilities of each member and to develop skills and interrelationships so that individuals can cooperate effectively and efficiently in dealing with school problems. The cadre by working together also attempts to extend these new relationships to the entire school faculty.

Cross-Role Committee plans are based on the committee's assessment of the cadre needs. Attempts are made to plan activities which meet the needs of all the cadres as they operate in the program in their training and

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[1] The problems with coordination and communication have already been emphasized. (See supra p. 13 and Appendix, "Chart on the Organizational Implementation of the Conceptional Goals of the FTPP.")

[2] "Progress Report . . . January, 1969," op. cit., p. 1.

placement year. Since the program operates cadres that are in different stages of training, the needs of each at any given point in time are not necessarily congruent with each other. Planning a particular set of activities for all cadres would lead to activities that are not relevant to each cadre's concern at that moment.[1]

By June, 1969, the development of the cadre in terms of cross-role training showed that " . . . cross-role activities are seen increasingly as an integral part of the development of a cadre and not separate from 'curriculum,' and the planning for and implementation of Cadre activities is being undertaken by the Committee on Instruction . . ."[2] It was suggested that if the Cross-Role Committee is to deal effectively with providing specific training that meets the need of the cross-role concepts of the program, then it would be necessary for Research and Evaluation to formalize their method of supplying data so that each training program would be better able to identify its problems and make necessary changes.[3]

Continuous reorganization and reconstruction of the cross-role training has been one of the characteristics of this component of the program. One of the first efforts to reorganize was in October, 1968.[4] This suggestion was brought up in a discussion concerning the problems of cadres making use of the resources of each individual cadre member in that each did have specialist training which could facilitate as well as complement the resources of other cadre members. It was felt that the group process consultant should make greater use of the group dynamics process to give impetus in facilitating this aspect of cadre training.[5] References have already been made to changes in the Cross-Role Committee's functions and goals in February and June of 1969. In October and November of 1969, the future of Cross-Roles was discussed in staff with suggestions focusing on the reorientation of the committee's activities.

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[1] Memorandum from Kenneth Smith to Cross-Role Training Committee, Re: Feasible Plans for Remaining Cross-Role Seminar, FTPP, University of Chicago, February 12, 1969. (Duplicated)

[2] Memorandum from Marvin R. Brottman, Re: Future of a Cross-Role Committee, FTPP, University of Chicago, June 11, 1969. (Duplicated)

[3] Ibid.

[4] "Raw Chronology," op. cit., p. 18.

[5] Ibid.

By February, 1970, the reorganization of the Cross-Roles was again an issue of concern for both the staff and the Coordinating Committee. This was because many of the previous area in which Cross-Roles had functioned had by this time become area of concerns for other committees. Also, policies concerning cross-role training were being made by these committees, specifically the Coordinating and the Curriculum Committee. The Director of Research and Evaluation, Wayne Doyle, suggested that in terms of the stages in the development of the cross-role concept which he outlines as follows: one, development of knowledge, skill, and favorable attitudes toward the cross-role concept; two, application of the concept in the school setting; three, an in-service phase which examines both preparation and application and moves toward improved functioning; the FTPP was weak in the second stage because the cadre lacks necessary leadership to insure cross-role activities.[1]

The cross-roles concept and the committee must be viewed in terms of its historic perspective and in relation to its members who in many cases were responsible for developing and implementing the cross-role concept that is the basis of the FTPP. These people who while contributing their expertise to the concept of cross-role have also continued working in their own specialist programs developing other ways and means by which their particular speciality can be used in urban education.

The addition of new members to this committee also reflects the modifications of the cross-role concept as well as the expansion of this concept. Not only are representatives from each of the specialist training programs still members of the committee, there are also representatives from staff. Only the Group Process Consultants, the Coordinator of Dissemination and Demonstration and the Historian are not official Cross-Role Committee members although these personnel have access to the committee. The addition of the Director of Research and Evaluation in February, 1970, was suggested in June, 1969, in response to the necessity of providing a structured method of feedback which would then allow each training program to identify its problems and then utilize the data to structure their disciplines to meet the needs of the total cadre.

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[1]Ford Training and Placement Program, Minutes of Executive Committee Meeting, February 9, 1970, FTPP, University of Chicago. (Duplicated)

The Cross-Role Committee is still in the process of defining its role. The issue of the reconstitution of cross-role was brought up again in April, 1970, with the central purpose being that of developing a plan to assure that cadre members know of the particular competencies of other cadre members in solving problems relating to education in their respective schools.[1]

The Curriculum Committee was established in February, 1968. It was to be primarily responsible for curriculum problems relating to cross-role preparation and was also to plan and coordinate curriculum developmental activities in conjunction with the goals of the FTPP teacher-training program. One of the moving forces behind this committee was Mark Krug who suggested as early as June, 1968, that curriculum development be one of the major components for the teacher-training program that was being developed by the Inner-City Specialists Committee.[2]

In its incention,

> . . . it was given no specific charge as to the way it should contribute to the program. The committee in its early deliberation, identified as one of its immediate responsibilities, the structuring of such experiences for FTPP participants as would increase their effectiveness in the classroom, particularly with respect to the content and strategies of instruction appropriate to the inner city school (i.e., more relevant to the interest and needs of the children attending).[3]

Thus the Curriculum Committee would have to be involved in helping to plan activities for the MAT and MST students during the internship year which would relate to curricular problems which develop in the teaching of the subject matter in each discipline.

The Curriculum Committee must also be concerned with other curriculum problems of a more general nature affecting all subject matter areas as well as curriculum matters which involve cross-disciplinary interaction.[4]

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[1] Ford Training and Placement Program, minutes of staff meeting (Duplicated) and notes from staff meeting, March 20, 1970. See also "Cross-Role Committee Proposal," March, 1970. (Duplicated)

[2] "Raw Chronology," op. cit., p. 2.

[3] Roger Pillet, Letter to Curriculum Committee, Re: Consideration for Long-Range Planning, October 3, 1969, FTPP, University of Chicago. (Duplicated)

[4] _____, "Curriculum Committee--Ford Training and Placement Program," FTPP, University of Chicago, October 24, 1968, p. 1. (Duplicated)

Also, the curriculum material developed or improved are primarily

> . . . intended to focus on practices facilitating learning for all segments of the school population. In this sense the adaptation of materials and strategies to the inner-city while aimed at increasing instructional effectiveness with this population may be considered a catalyst for eventual innovations having a potential impact on the general school population.[1]

The Curriculum Committee in its operation has worked with members of the Chicago Board of Education's Department of Curriculum and people from that department have served as members of that committee. Also, other public school officials such as the District Superintendent and high school principals have participated.

Even before the establishment of the Curriculum Committee by the Executive Committee in February, 1968, the role of the curriculum component was a matter of extreme concern for those people who had been involved in developing the FTPP. Mark Krug who had suggested the need for curriculum improvement to be a major part of the program in June of 1966, also stressed at that time the need for intensive research on the content of various courses being taught to inner-city children. He pointed out that what is taught is as important as how it is taught.[2] In December, 1967, he again pointed this out in reaction to the Program Proposal which he felt should have stressed " . . . that the cadre program must give EQUAL attention to the problem of Process and to the CURRICULAR CONTENT in the inner-city schools."[3] Krug suggested that the program proposal be revised to include the study of curriculum problems and that CAT coordinators help in the revision.[4]

By June, 1968, it was becoming apparent that cross-role activities in the development of a cadre could not be separate from curriculum development By September, 1968, the Summer Program had shown that cross-role training had focused heavily on curriculum development.

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[1]Roger Pillet, "Survey of Proceedings: The Curriculum Committee," March 6, 1968, FTPP, University of Chicago, p. 1. (Duplicated)

[2]"Raw Chronology," op. cit., p. 2.

[3]Ibid., p. 5.

[4]Ibid.

In retrospect, in regard to the development of the program, there has been one prevailing characteristic that is reflected in the dialogue of the role of the curriculum component and that is defining specifically the purpose of the program.

> From the beginning, the program was designed to focus on the training of teachers and other personnel for urban schools. Despite this intent a number of participants saw the program as a curriculum improvement project or, even more broadly, as a school system reform movement. To be sure, these purposes are not mutually exclusive, but the focus on training requires one set of procedures and allocation of resources, while school reform seems to require a somewhat different set of procedures and allocations.[1]

I raise this issue at this time because it seems to reflect two patterns in the stages that have characterized the transitional process of a teacher-training program in urban education today. One is a movement from the traditional departmentalized approach of teacher training to a cross-roles process of teacher training and the other is the merging of the traditional generalist-specialist approaches to classroom teaching. The cadres as they have operated have moved ahead of the FTPP in that their teaching activities have incorporated both the generalist-specialist approach in the curriculum materials and teaching techniques that they have developed as a result of their cross-role preparation. Thus as the cadres operate in the schools the curriculum component has priority whereas in their FTPP training the cross-role component has priority. So as the cadre moves from the first stage of the program to succeeding stages, cross-roles becomes secondary and curriculum becomes primary.

The realization that specific emphasis needed to be placed on curriculum was spelled out in the early stages of the program as it went from operation and planning from January to June to the Summer Program in 1968. In August, 1968, Krug stated that the FTPP proposal ought to spell out what he considered the simple objective of the program and that was the improvement of learning in inner-city schools, so therefore the program should be a curriculum development project. He also pointed out that introduction of courses in Negro or Afro-American history and culture is more

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[1] "Progress Report, June, 1969," FTPP, University of Chicago, June, 1969, p. 2. (Duplicated)

there a demand for improvement in social studies--that it is an a priori condition for the success of the entire project.[1] However, the Curriculum Committee of which Krug was a member said that the focus was to be on curriculum problems as they developed in the classrooms.[2] The Summer Program which dealt with curriculum in a total group seminar revealed that there was a lack of relevance, lack of problem solving, and that the discussions lacked force and were too theoretical.[3]

In September, 1968, the issue of incorporating specific curriculum goals into the Ford program was discussed in the Executive Committee which decided to postpone action on an official statement of the goals of the program. The rationale was that any statement of goals implies there are identifiable people accountable for their implementation and that it is premature to include curriculum goals when the curriculum people have not said what they want, why they want it, and how much personal time they will expend in developing and implementing these goals.[4]

The Curriculum Committee decided that their goals and procedures must take into consideration several factors. They were the inexperience of many of the participants with teaching, indefiniteness as to degree and kind of involvement of the experienced teachers involved; the community has to be considered; the recognition of the lack of established organizational patterns within and outside the program; the limitations of time available for both the participants and staff; and limitations of financial resources.[5] Because of these constraints, it was suggested that the committee operate on the principle that objectives will evolve. Also, it was felt that it might be more appropriate to set goals which promise some impact on curriculum without commitment through the total phase of implementation. It was felt that the committee as it worked with trainees and experienced teachers will increasingly learn to identify ways in which it could be most beneficial in improving inner-city schools.[6]

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[1] "Raw Chronology," op. cit., p. 15.

[2] Ibid., p. 16.

[3] Ibid., p. 15.

[4] Ibid., p. 17.

[5] Ibid., p. 16.

[6] Ibid., pp. 17 and 18.

As the cadres operated in the schools there was a growing consensus on the part of some Curriculum Committee members that curriculum was an essential part of the program and that unless the classroom experience can be made interesting and useful for the students, the program would be wasting their time. Also, as various members of the university staff worked with interns and experienced teachers at the schools on curriculum development, especially at DuSable High School, they felt that there had to be some statement of commitment of both the time and resources. It was also stated that the fact that the curriculum effort is without plan may not be a weakness in that one of the concerns of teacher training is to identify problems and make suggestions for coping with the problems.[1]

In December 1968, the Curriculum Committee sponsored a Curriculum Seminar on Afro-American History. As the program developed the Curriculum Committee began to stabilize somewhat in their activities and objectives in that it has moved from a broad representation to a more subject matter oriented focus. Also, it had developed whereby it paralleled the Cross-Role Committee's responsibilities.[2]

Most of the activities of the Curriculum Committee can be viewed in the way in which cadres have developed and utilized the resources provided by the Curriculum Committee. Curriculum coordinators help to serve as a liaison between the university and the schools in which the cadre is operating. Implementing curriculum activities can begin with a meeting between an individual cadre member and the appropriate subject-matter coordinator from the University. As the activity develops more people may become involved. Suggested curriculum activities may also come from a group or from the FTPP Summer Program which provides opportunity for becoming familiar with the resources of the university in relation to working on curriculum in subject areas.

Usually the curriculum activities developed during the Summer Program are used as a starting-off point when the cadre goes into its internship year. After meeting their immediate needs of becoming oriented to the social system of the school in which they are placed, the cadre usually

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[1] Ibid., p. 18.

[2] Ford Training and Placement Program, Minutes of Curriculum Committee meeting of December 10, 1968, FTPP, University of Chicago. (Duplicated)

begins to work on curriculum development in those areas in which it feels it can better facilitate learning. The cross-role organization of the cadre helps facilitate a more expansive type curriculum development because the cadre members can use the resources of their cadre members to help broaden the scope of the subject matter to be developed. The Adult Educator, the Social Worker and the Social Psychological Specialists can provide feedback from non-academic sources which also help in developing curriculum materials that facilitate learning.

The Coordinating Committee was organized in response to the need for a formal body within the FTPP to organize and communicate the activities of all of the components of the program. This need was recognized in December, 1968. Ray Jerrems, the Director of the program at that time, had proposed that a committee be established to formulate policy to be submitted to the Executive Committee and to supervise the implementation of approved policy. Its membership was to be composed of a representative from each committee and the Ford staff. However, it was later decided that the representative of this committee be the Chairman of the Cross-Role Committee, the Curriculum Committee, the Research and Evaluation Committee and the Executive Director.[1]

The Research and Evaluation Committee which is no longer operative was grouped under an administrator who was answerable to an Executive Committee This was the way in which Cross-Role had organized it in November, 1968. By March, 1968, the responsibilities of the Research and Evaluation Committee had been suggested. It would be concerned with collecting data to use as guidelines for the coordination of research within the program.[2] Later a sub-committee was to be formed with representatives from each school and a historian to be employed to obtain and record data.[3] It was also suggested that a non-participating observer attend cadre meetings.[4] Throughout the remainder of the year the problem of the role of research in an action project was becoming clear in terms of defining, administering and legitimizing this component.

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[1] "Raw Chronology," op. cit., p. 23.

[2] Ibid., p. 4.

[3] Ibid., p. 5.

[4] Ibid., p., 10.

The Research and Evaluation Committee in its operation evaluated the Summer Program of 1968, the cadres in operation in the school, and examined the goals of the project.

In the summer of 1969 a full-time Director of Research and Evaluation became part of the FTPP. The guidelines and purposes of Research and Evaluation have changed. The FTPP is not being done just to assess teacher effectiveness in the classroom . . . but also to develop knowledge on the identification and selection of personnel for the program, the training of professional personnel for service in urban education, the placement of professional personnel as a group in an urban school, a case study of each cross-roles cadre as a social system, and a follow-up study of the cadres in their placement year. Because the program is problem-oriented and flexible, research in the beginning is applied research.[1]

The Advisory Committee was also one of the initial committees of the program. Its purpose was to act as a communication link to the school system and the university and to give advice and make recommendations on the development and implementation of the program. It began operating in April, 1968.[2] By January of 1969, it was felt that, "The Advisory Committee has not functioned adequately because the issues it has raised have not been responded."[3] At that time it had not been meeting. Suggestions were made to disband the committee in October, 1969, because its duties had been usurped by other committees in their activities.[4]

Although the policies of the FTPP are suggested by the Cross-Roles, Coordinating, and Curriculum Committees and approved by the Executive Committee, the university Ford staff has as its general responsibilities the tasks of administering FTPP policies as they relate to their roles. The staff as it operates today consists of the Executive Director, an Assistant Director, a Director of Research and Evaluation, Research Assistants, Cadre Liaisons, a School Liaison, Community Liaison, Coordinator of Dissemination and Demonstration, Group Process Consultants, and a Historian.

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[1]Wayne Doyle, "The Function of Research and Evaluation," Research and Evaluation Papers and Reports 1969-1970, ed. by Wayne Doyle, FTPP, University of Chicago, November 24, 1969, pp. 7 and 8.

[2]"Raw Chronology," on. cit., p. 7.

[3]"Progress Report, January, 1969," on. cit., p. 1.

[4]Henrietta Schwartz, "Progress Report: November, 1969," FTPP, University of Chicago, 1969, p. 1. (Mimeographed)

The Executive Director facilitates communication, integrates all phases of the program, selects staff members and consults with them on the implementation and dissemination of the program. The Assistant Director's work involves budget and the other necessary paperwork involved in communications and the coordination of the entire FTPP.

The Director of Research and Evaluation establishes and assists in establishing evaluation guidelines for the staff and cadres by which they can evaluate their operations. The Research Assistants act in two capacities. One is that of a non-participant observer in the evaluation of cadre activities and in analyzing the cadre as a social system. Another Research Assistant is university based and deals with describing and analyzing the FTPP in an effort to actualize the decision-making process as an exercise of power.

Four staff roles are related directly to cooperations. The Cadre Liaison role helps facilitate and coordinate cadre operations in the school. He is also the link between the FTPP staff and the cadre. The School Liaison is a resource person to cadre members, the school administration and the school staff. He facilitates special requests from the cadre which may involve materials and other resources that are not readily accessible. He also serves as the staff representative to the Chicago Board of Education. The Community Liaison provides consultative assistance to cadres, schools, and communities as they interrelate into school and community activities. Group Process Consultants work to facilitate cooperative relationships in the cadre.

The Coordinator of Dissemination and Demonstration plans programs whereby other educational institutions as well as the community can become aware of the activities of the FTPP. The Historian collects and records the activities of the FTPP as they develop.

When the program began, the staff consisted of a Director and Assistant Director. As the cadre model became operational other staff members were added--a historian as part of the Research and Evaluation, group process consultants, group trainers and people acting in the role of school liaison, cadre liaisons, and research assistants. In the second year of the program these roles became formalized and the full staff that had previously been outlined developed. The School Liaison role has been taken over by one of

the Cadre Liaisons.[1] One Cadre Liaison acted as a Curriculum Coordinator.[2] The Community Liaison became a cadre recruiter along with his formal duties.

Despite the fact that there are only four official full-time staff positions--that of the Executive Director, the Coordinator of Dissemination and Demonstration, the Director of Research and Evaluation and the Community Liaison--the Cadre Liaisons and the Research Assistants in the performance of their job do work that amounts to full-time positions. Many staff members feel that they end up performing tasks which are not part of their role as they define it.

The staff is unique in comparison with other teacher-training programs in the sense that most of the members have been teachers or administrators in the Chicago Public School System and therefore have had practical experience with this system. Others have taught in universities or other public school systems. All of the part-time staff members are graduate students with most in a PhD program at the University of Chicago.

In implementing the policies of the FTPP, the staff has encountered the same problems that have characterized other components of the program--lack of clearly defined goals, lack of communication and coordination of activities. This should not be construed in the sense that the cadre method of teacher training is ineffective and useless. To the contrary, the model is a feasible one which shows that teachers provided with specific training oriented to teaching in the inner-city schools can provide quality education for black children if resources are available and there is a collaborative effort on the part of the teacher-training institution and the school system.

The problems that do arise are usually those characteristic of bureaucracies so they are important in the sense that inefficiency, ineffectiveness and failure to implement the operational goals can result if there is difficulty in communicating and collaborating of the organizational policies. The experiences of the Assistant Director who has participated in the

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[1]This was due to the resignation of the School Liaison because of other commitments.

[2]Geraldine Brownlee, "The Cadre Liaison/Curriculum Coordinator Role," Resource Papers: Ford Training and Placement Program, ed. by Sandra McClenney (Tolbert), FTPP, University of Chicago, April, 1970.

program since 1968 have paralleled my observations as historian of the program in the sense that:

> Everybody's trying very hard, yet the program doesn't seem to cut through the fog and be a clear (emphasis mine) success the way it seems to me it should. What's wrong? I can't seem to put my finger on it. It seems the answer like the program is diffuse and complex rather than clear and simple.[1]

One of the observations that I have made that seems to account for the lack of clear-cut success is that the program operates within the context of established social systems that are oriented in many cases to a traditionalist approach to teacher training and placement. Therefore those social systems which have resisted or resented the cadre model have made cadre operations difficult. Also the fact that schools do not act in isolation and even though the ties to other institutional structures may be invisible they are nevertheless there and have nevertheless had an effect on the school as it operates and therefore the cadre as it operates within the school.

The staff meets once a week to discuss policy making and policy implementation. Specific issues are dealt with in terms of the everyday operation of the program. If Cadre Liaisons have problems in cadre operations, these problems are brought to the staff meetings where suggestions are given in order to help improve the situation. If there are specific problems, usually staff members directly concerned with these areas see each other personally to deal with those problems.

All staff members have the opportunity to visit the schools in which the cadres are placed. There is a meeting once a month for the cadres and the staff in which particular issues of common concerns are discussed by specialists in that area. Issues such as the role of school administrators in the cadre and the FTPP, the Black-White issue, and the nature of research and evaluation have been discussed.[2] These meetings are planned by the

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[1] James McCampbell, Position Interpretation Paper requested by the historian from staff members, FTPP, University of Chicago, 1970. The cadre models do operate and there are effective cadres; therefore, there is "success" but continued efforts need to be made to implement fully the operational goals.

[2] Information on the discussions and topics of the FTPP all-cadre meetings are available.

Planning Committee which is composed of representatives from the cadres and the staff.

The staff begins early to discuss the selection of schools and to begin active recruitment of MAT-UST students for the following year. This begins about October and by April, the schools and the cadre have been selected as well as the experienced teachers who will work with the cadre. The addition of a Coordinator of Dissemination and Demonstration for the first time in the program in December, 1969, marked the beginning of a formal attempt to implement one aspect of the conceptual framework of Getzels' proposal--demonstrating the activities that develop from the cadre model. A Conference was held in April, 1970, with participants coming from teacher-training institutions and public school systems both in Chicago and other areas. A Demonstration Center was held in June whereby other Chicago schools could see the activities of the FTPP.

IV

CADRES AND EDUCATIONAL SPECIALISTS

The training and placement of educational specialists are the major purposes of the FTPP. This group of educational specialists is called a cadre. The cadre is made up of the students at the university who are in the training program plus experienced teachers and an administrator who work with them. The operation of the cadre in a public school embodies the concept of the collaborative nature of the FTPP. The operation of the cadre in the school also embodies the operational goals of the FTPP.

The uniqueness of the cross-role training process is that it has as its goal the welding of the cadre into a group of educational specialists who have a thorough knowledge of all aspects of the school program and the relation of each professional to that program. This is done by each person or specialist becoming familiar with the duties, responsibilities and expertise of the other specialists. By becoming familiar with each other's role, the individual specialist is more aware of how he can draw on the resources of other specialists and what is necessary in terms of his input to make the cadre model work in the school.

The group process consultants aid in developing skills by which mutual support and respect will be engendered. The administrator is necessary for effective cadre operations in that he is the power of authority in that school. Without his participation and approval of cadre activities, cadre planning and decisions become ineffective and cannot be implemented. Also the administrators help to implement the cadres' goal of assisting the school staff indeveloping a sense of shared responsibility for the entire program of the school.[1]

The cadre meets each week to provide continuous training. These meetings are designed to help facilitate the implementation of cadre goals. Through shared responsibility and shared problem solving, the cadre also provides support for members who feel thwarted by their duties or who need help in developing a curriculum program. Despite the theoretical construct of the mutuality of effort that is supposed to derive from this type of model, there was some indication that on the part of the teachers in the program in the 1968-1969 operational year that the " . . . training in

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[1] James McCampbell, "The Role of the Administrator in the Ford Training and Placement Program," FTPP, University of Chicago, 1969.

group process skills apart from relevant tasks, does not necessarily result in effective working relationships.[1]

The reasons given reflected on the difficulty of not knowing what one's role expectation is as a member of the cadre. The cause of this lack of role definition has been attributed to the FTPP staff not having formally defined a structural framework of role expectations or procedure of behavior whereby the cadre will be aware of its role expectations within the constraints of the FTPP.[2]

Another factor is that the cadre members sometime lose sight of the fact that they are involved in an experimental program and that they therefore have the opportunity to define for themselves what they think should be their role expectations within the informal structural framework that FTPP has developed.

The organization of the cadre begins with the selection of the school in which a cadre would operate. The criteria for the selection of schools is based on that area of teacher training in which the program wishes to focus in developing a model for dissemination. In the beginning of the program, the basis for school selection was that it would be a predominantly black school, an inner-city school. However, other schools have been considered that are designated inner-city schools but their enrollment is not predominantly black. Thus the program's basis of school selection has been broadened to include all schools or urban schools.

The schools in which the cadres have operated have been all black with the exception of the Kenwood High School which has both black and white students and the Horace Mann Elementary School which is really almost predominantly black. On several occasions, schools with white students who are not considered middle-class because of their status and schools which have a Spanish-speaking population have been considered.

The basis for selection of a school is determined by the amount of student and teacher transiency, the achievement levels of the students, location of the school, community feelings and the degree of tension in the

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[1] Memorandum from Patricia Edgar to Coordinating Committee, Re: Second Draft of Ford Proposal, FTPP, University of Chicago, 1969, p. 5.

[2] Ibid., pp. 4 and 5. See also Edwin Bridges, Memorandum to the Research and Evaluation Committee, op. cit., pp. 2 and 3.

school. The administrator also has to give his approval which is contingent on the approval of the District Superintendent, the Area Superintendent, and the General Superintendent. Once the principal does approve, the FTPP approaches the faculty for its approval. Then if this is obtained, faculty members who wish to participate in the FTPP are recruited to become members of a cadre.

While the staff is involved in the school selection process, they are also at the same time recruiting Educational Specialists from the university students in the Adult Education Program, the Social Psychological Specialist Program,and Social Service Administration as well as MAT and MST students. Once the school has been selected and the faculty has approved the operation of the cadre, the staff then selects the experienced teachers who will become a part of the cadre as it operates in the school. The university-based students and the experienced teachers come together for the first time in an orientation meeting in June and then they train together during a six-week summer program.

Following the Summer Program, the cadre then goes to the selected school in its internship year. Then in the Second Summer Program, they develop a proposal on which they will base cadre operations in the Placement Year of their training. According to the FTPP the Placement Year is the end of the cadre members' commitment to the FTPP, although two of the original schools that started with the program are still using resources that were available to them through the FTPP.

In the organization and planning stage of the FTPP in the spring of 1968, the schools for the operation of the program were selected. DuSable and Kenwood were the high schools selected. The elementary school cadre was slated to spend their placement year in a new elementary school, the Kerfoote-Vincennes School, which was on the drawing board due for completion in September, 1969. In the meantime an interim school had to be selected. It was done at the last moment and the cadre because it had not been previously introduced to the faculty through the school selection process previously mentioned experienced great difficulties in the beginning of their internship year.

Kerfoote-Vincennes would have been a unique school if it had been built because of the plans the FTPP had anticipated for it. For one, the

Executive Committee of the FTPP appointed staff members to work with the District Superintendent in screening principals for the Kerfoote School in coordination with Board of Education regulations and policies.[1] Two persons were recommended by the Executive Committee to be principal of the school.[2] In July, the cadre was told that they would be given the opportunity to participate in the selection of school design, grade level limits and budget.[3]

After designating the schools, the staff and the organizational committees began planning for the Summer Program. Three areas were designated for training--group process seminars, saturation study of the community in which the school is located and micro-teaching.[4] All of the university-based interns and educational specialists were whites. Also the policy-making committees were predominantly white. So the Executive Committee decided to add new members who were black.[5] And a special effort was made to use blacks as experienced teachers.

Plans were also made for an orientation meeting whereby a format would be provided to include information from the committees on their roles in the program in order to generate discussion and reaction to the FTPP as well as to acquaint school personnel with the available resources of the FTPP. When the conference was held at the end of May, the issues that were raised were the need to define the goals of the program, the need to focus on communication, the development of the curriculum component, the degree of student involvement, black-white hostilities, the sincerity of university questionnaires asking for participant interest. Most of the interest centered on curriculum development.[6]

The activities that surrounded the organization of the conference indicated that in terms of the future operation of the FTPP one of the most pressing problems would be communication and that better coordination of plans was needed. The suggestions made to alleviate these problems were a FTPP newsletter, more general meetings, a greater awareness of the demands

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[1] "Raw Chronology," op. cit., p. 7.
[2] Ibid., p. 8.
[3] Ibid., p. 6.
[4] Ibid., pp. 6 and 7.
[5] Ibid., p. 8.
[6] Ibid., p. 9.

made on the university students so they would not be overcommitted. Also, the need was felt to establish priorities in terms of the goals of the program and the realization that goals themselves had to more clearly be defined.[1]

The Summer Program consisted of lectures, discussions, curriculum sessions, cross-role sessions and micro-teaching. Participant response to the Summer Program was ambivalent.[2] Based on that experience, however, changes were made for the next summer program. Thus, the Summer Program marked the beginning of the training phase of the FTPP.

Once the cadres were in their internship year, the second part of the training program took place. The Social Worker was at both the Lewis-Champlin Elementary School and the Kenwood High School. At the Lewis-Champlin Elementary School the social worker's activities were with a 6th grade unit that consisted of four classes, four teachers and a teacher aide. She worked with two groups of students throughout the year in cooperation with their teachers. Along with the teacher she made home visits which were reported as being favorably viewed by those parents that were visited. Two cadre teachers worked with the young boys and the social worker was able to provide these cadre members with some of the skills necessary.[3]

At Kenwood, the social worker concentrated on community involvement with the school. The purpose for this activity was to make the school aware of community problems and social problems that interfere with learning. In both schools the social worker acted as a resource person to other cadre members and to non-cadre faculty members. At the end of the internship year both schools were anxious to retain the services of the social workers. Kenwood wanted to expand this program in order to have a unit of social workers.[4]

The Psychological Specialists operated in two schools, Lewis-Champlin and Kenwood. Their concern was with helping groups and individuals in the

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[1] Ibid.

[2] "Summary of the Ford Training and Placement Program Post Summer 1968 Evaluation Questionnaire," STPP, University of Chicago, 1968. (Duplicated)

[3] Memorandum from Patricia Edgar, op. cit., p. 6.

[4] Ibid.

schools examine their roles. Then they would use their feedback to provide data to the school regarding how these individuals operate within the school and how the school affects the operations of these individuals. In the elementary school, there were difficulties that hindered the effectiveness of the psychological specialist. The major one was the way in which the teacher's time is structured in that the teacher is in the classroom all day, thus leaving little time for teacher communication. Also, there was strong racial tension in the school which also hindered effective performance of this specialist.

In both schools the psychological specialist operated as a resource person who was available to both the students and the faculty. At Kenwood the psychological specialist helped the librarian to obtain students' views on their use of the library.[2] Both of the psychological specialists felt that membership in the cadre facilitated the operation of their roles in that the cadre gave support in sharing their experiences and information regarding entry into the social system. Conversely, the psychological specialist could provide insights that helped reduce tensions relating to cadre operations in the school.[3]

There was only one Adult Educator who was at Kenwood. She worked with the cadre as a counsellor and adviser. The lack of space handicapped activities, but a number of courses were planned for the adults of the community. The adult educator is trained to analyze the community and to identify the needs of the community, particularly those of the parents as they relate to the education of their children.

The DuSable cadre consisted of only UAT's and experienced teachers. The DuSable cadre because of its curriculum activities and the integration of the cadre into the existing social system of the school was identified by the Coordinating Committee as being successful.[4] The Curriculum Committee had by October already built a sense of commitment to the DuSable cadre because of the curriculum developmental activities of that cadre in the Summer Program of 1969 which were still being carried out in the internship year. The DuSable cadre had developed a poetry anthology for 9th grade

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[1] Ibid., p. 9.

[2] [illegible].

[3] [illegible].

[4] Ibid., p. 12. See also "Raw Chronology," op. cit., p. 24.

students who were in the Basic and Essential English classes, but it was used by a variety of English classes.[1]

In the area of mathematics, members of the DuSable cadre developed new materials to be used in the 1968-1969 school year. The focus was on pre-algebra curriculum materials. Throughout the year, other math units were developed as well as high interest games and math puzzles. When school began, the Mathematics Consultant worked at the school in the mornings and eventually the entire department was involved in the cadre activities.[2]

The DuSable cadre has from the very beginning made use of all available resources whether in or out of the cadre. During the internship year in February, 1969, there was a cadre initiated project. It was a Black Literature component for grades 9-12. Students participated in this project in order to give immediate feedback on the literature proposed for inclusion in this area.[3] The DuSable cadre also initiated a tutoring program in reading at which they worked during their internship year.[4]

However, the DuSable proposal for the Summer Program 1969 reflects to a great extent the problems that the cadre had itself identified. The proposal said:

> There are channels of rigidity between new staff and old staff, between teacher and counselor, truant officer and principals. The cadre members grew in their knowledge of each others roles, but they failed to evolve new roles or even use effectively the existing resources in the school. In spite of the creation of the cadre and the resulting increase in knowledge, very little had changed in the practical sphere of meeting educational needs in new ways. The existing curricula, textbooks, and other teaching materials have not been significantly changed, nor has any program for change been developed. The structure of the school forced the cadre members back into isolated classrooms and offices . . .
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> . . . . . .
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> It is unreasonable to expect that professionals already trained to patterns of isolation can in a year's time invent new ways of sharing

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[1] Robert Parker, "The DuSable English Curriculum Committee," Resource Papers, op. cit., pp. 52 and 53.

[2] Memorandum from Patricia Edgar, op. cit., pp. 18-21. Pamela Ames, "A Mathematics Program," Resource Papers, op. cit., pp. 57-59.

[3] Robert Parker, op. cit., p. 53.

[4] Memorandum from Patricia Edgar, op. cit., p. 18.

> resources and responsibilities in a school where the operating structure reinforces isolation, and, which, indeed forces students and teachers into arbitrary and diverse groupings . . . .[1]

The Kenwood Summer Proposal also indicated the necessity of further training. It concentrated on school policies and procedures, curriculum and plans for the 1969 placement.[2] The DuSable Summer Program was to establish an unstructured "mini-school" in order to concentrate on the problem of teacher rigidity and isolation.[3]

The internship year ended with plans being made for the placement year. All of the interns expressed a desire to remain in the urban school setting. The interns at DuSable remained for the placement year. Two of the interns at Kenwood were not asked to return.[4] The elementary cadre was dissolved because the proposed school, Kerfoot Elementary School, would not be completed by September, 1969.[5] Some of the cadre members remained at the university to complete graduate work and others went into other urban schools.

The "failure" of the Kerfoote-Lewis Champlin cadre could of course have been anticipated in that in its initial operations it did not correspond at all to the FTPP school selection process model. This is because:

> . . . the cadre was placed in an urban school for internship where they had had no previous introduction to the principal and faculty--nor had the school professionals been prepared for them. The following weeks were traumatic for the cadre members because of the black-white and FTB issues, and other circumstances that had preceded them into the school; such as: teacher-principal relations, a high ratio of unassigned teachers, and extremely poorly maintained buildings.[6]

Also the FTPP knew in October, 1968, that the Kerfoote School would not be complete.[7] So the disbanding of this cadre is no indication that a cadre-model was unsuccessful, but it does point out the necessity for a

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[1] Ibid., pp. 14-15.

[2] Ibid., p. 10.

[3] J. Dalton, R. DiOrio, B. Kimmons and A. Listonbee, "DuSable Cadre Summer Program," Research and Evaluation Papers and Reports: 1969-1970, op. cit., pp. 4-5.

[4] "Progress Report, June, 1969," op. cit., p. 2.

[5] Ibid.

[6] Memorandum from Patricia Edgar, op. cit., p. 13.

[7] "Raw Chronology," op. cit., p. 18.

collaborative effort of the three components of the program if it is to be implemented successfully.

During the 1968-1969 operational year, the FTPP had begun working on selecting schools and recruiting educational specialists, UT and ST students and experienced.

> The entire project . . . (had) been affected by the rapid growth of black separatism. So strong had this movement become that several schools in the spring of 1969 responded negatively to the placement of a cadre, whereas all of these schools seemed to be receptive to such an idea in the spring of 1968.[1]

All of the university-based cadre members at DuSable, Kenwood, and Lewis-Champlin were white. However, the cadres in the FTPP's 1969-1970 operational year included both blacks and whites with the Forrestville Cadre having all black university-based interns. "Their analysis of educational concerns and the special concerns of black faculties in certain urban schools serving black communities led them to suggest FTPP placement of an all-black cadre."[2] The Horace Mann cadre's university-based interns were both black and white and the Hyde Park cadre had one black university-based cadre member.

So the Summer Program for 1969 included five cadres, three going into their internship year and two into their placement year. For the new cadres "The formal phase of the Program concentrated on 'The Black Learner' and other issues, particularly related to urban education." The informal phase of the program was devoted to curriculum planning, micro-teaching and cadre developmental activities. The DuSable and Kenwood cadres were developing the program that they had proposed in the spring which would become operational in their placement year.

Thus the FTPP began its 1969-1970 operational year with five cadres, two in the placement year and three in the internship year.

> The most discouraging aspect of the program was the late placement of what is now the Hyde Park cadre. The administrator and the experienced teachers were not able to work with the university-based interns during the summer training period.[3]

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[1] "Progress Report, June, 1969," op. cit., p. 3.

[2] Memorandum from Patricia Edgar, op. cit., p. 12.

[3] "Progress Report, November, 1969," op. cit., p. 3.

This discouraging note on which the Hyde Park cadre began was reflected throughout the year in the cadre's operations at Hyde Park.

The Hyde Park cadre did not use the resources of the cadre nor did they work within the structure of the proposed cadre model.[1] Two of the interns left the cadre. One of the specialists, a social worker, felt that the cadre impeded rather than aided her. The Hyde Park cadre decided to disband. They gave the following reasons:

1. ~~a lack of manpower to be responsible for correct implementation~~ of our project proposal;
2. a question of ability to implement our proposal with a budget that is two-thirds of the requested budget;
3. a set of forces at Hyde Park High School which from our point of view impede the free operation of the cadre's internal operations and the operation of the cadre in Hyde Park High School;
4. and a lack of communication between the Ford Training and Placement Program staff and the cadre.[2]

The Forrestville cadre's approach to curriculum paralleled that of the DuSable cadre. This cadre has also participated in a variety of school activities and in many cases has initiated these activities.

> They have been decisive for the re-organization and development in the math and art departments and for significant innovative thrusts in English and science. In science, photography has been used as a base for learning involvement through an entire process which includes making cameras.[3]

Eight cadre members are involved in the 'Concerned Teachers of Forrestville.' They are working in planning for a revised curriculum for the new school which is to be the Martin Luther King High School.[4]

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[1]Ford Training and Placement Program, Minutes of staff meeting of January 30, 1970, FTPP, University of Chicago. (Duplicated)

[2]Memorandum from the Hyde Park Cadre, FTPP, University of Chicago, June 10, 1970. (Duplicated)

[3]Bruce Thompsett, "Some Impressions of the Cadre's Effect in School Settings: An Interim Report," FTPP, University of Chicago, April, 1970, p. 10. (Duplicated)

[4]Newsletter, FTPP, University of Chicago, April, 1970. (Mimeographed)

The Horace Mann cadre perhaps comes closest to the FTPP cadre model in terms of both the conceptual and the operational goals of the program. At Horace Mann a Reading Program for the primary grades was set up. A Discipline Workshop which was a joint project of both the cadre and the PTA and Black Festival program were given. The cadre also initiated a student newsletter. The social worker focused her activities on the children, parents and teachers. Cadre meetings were the basis of in-service training. Mathematics, reading and an Educational Psychologist were used as resources in curriculum development and facilitating learning skills.[1]

In the spring of 1970, the three cadres worked on their Summer Program proposals. The Hyde Park proposal was not acceptable but the Horace Mann proposals and the proposals from various cadre members at Forrestville were considered exceptional. "One example was the enthusiasm generated over the science proposal from Forrestville. On the basis of a poll of the committee in the last few weeks, the Forrestville science grant was approved with little hesitancy and considerable praise."[2]

One of the problems of cadre operations in the schools in the internship year is the integration of the cadre into the on-going social system, in that one of the operational goals of the FTPP is to aid the school staff in developing a sense of shared responsibility for the entire program of the school. The cadres through their operations have involved themselves in programs which have facilitated this goal. The DuSable cadre has been most successful in implementing this goal and it's perhaps because this cadre from the beginning made use of non-cadre teachers in the planning of their programs. Although the university interns were white and different, they were not regarded as unsurmountable obstacles or as "elite" whereas elitism was sometimes a problem for black cadre members in schools with a predominantly black or integrated faculty.[3]

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[1] FTPP Spring Conference, April 16 and 17, 1970, University of Chicago; FTPP Newsletter, December, 1969, January, March, April and May, 1970; and Bruce Thompsett, op. cit., pp. 7-9.

[2] Memorandum from Kenneth Marantz to Curriculum Committee, Re: Report of meeting May 20, 1970, FTPP, University of Chicago, May 20, 1970.

[3] Bruce Thompsett, op. cit., pp. 8, 11 and 14.

This is significant in that the cadre is a product of several growth processes throughout its training in the academic year, the internship year and the placement year. Throughout this growth the cadre should develop problem analysis skills, program development capacities, and change agent potentialities in the schools. "This progression implies that the group will have developed the interpersonal relationships and support mechanisms necessary to full functioning in the training phase and during the beginning of the internship year,"[1] if the cadre is to function effectively. However, if there is faculty resistance to the cadre as it begins its internship year, valuable time will have to be utilized by the cadre in dealing with this problem, thus retarding the immediate integration of the cadre into the on-going social system of the school.

The placement year of the program is the most important. "For what is the point of preparing personnel for the inner-city if these so prepared do not enter the inner-city school or, if they enter, do not remain long enough to make any impressions, as is so often the case today?"[2] At DuSable, all but one intern became full-time faculty members. At Kenwood, five remained of the eight.[3]

The cadre members are operating as a cadre but they also use the cadre model in their relationships with other faculty members in terms of school projects and programs. The cadres have been extended to include other faculty members so in a sense it has become an "extended" cadre.

There is no official staff member who is the liaison between the FTPP and the placement year cadres. In the DuSable cadre, a former DuSable cadre member who was also the Cadre Liaison for Hyde Park acted in an unofficial role of a Cadre Liaison. The meetings that Kaffie Weaver had with the DuSable cadre reflect on the cadre's perception of the FTPP's commitment to them in their placement year. The cadre was described as wanting resources to assist in solving their internal problems.[4] The FTPP had

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[1] James McCampbell, "A Personal Point of View of the Goals of the Program," FTPP, University of Chicago, October 17, 1969, pp. 1-2.

[2] Jacob Getzels, op. cit., pp. 201-202.

[3] Henrietta Schwartz, "Progress Report, November, 1969," op. cit., p. 5.

[4] Ford Training and Placement Program, minutes of staff meeting, February 12, 1970, FTPP, University of Chicago.

provided resources for the cadre in helping implement their math and English programs.[1] The DuSable cadre submitted a proposal which will be collaboratively funded with FTPP providing university resources.

The School Selection Process began in October, 1969. This time more emphasis was placed on recruiting experienced teachers than before. Three schools were selected--two vocational high schools and one elementary school. The elementary school will have two social workers. Each high school will have an adult-educator. The Horace Mann Elementary School will have an adult educator who will be in the internship year of his training whereas the rest of the cadre will be in the placement year of training.

Thus it is evident that as the FTPP operates new cadre models develop. However, in terms of the conceptual goals of the program, the model as originally conceived has not been totally operational in the sense that all of the educational specialists have not participated in all of the cadres. Also, community inputs which were deemed necessary in contributing to cadre operations have been minimal with the exception of the Horace Mann cadre.

In terms of the total operation of the cadre in the schools, there is evidence that suggests that in terms of becoming change agents the traditional obstacles that have thwarted change in the educational system still exist; however, the very existence of a cadre even one superimposed on a traditional school system makes an impact in the sense that it shows that through commonality of effort a method does exist by which quality education can be provided for students in inner-city schools. Even if there is resistance on the part of faculty members who have resented what they considered as an intrusion of outsiders, these teachers and administrators cannot but become aware that something constructive is being done.

Thus the school in which the interns are placed also is a factor in determining the type of experiences, successes, and failures of the cadre model. The racial composition of cadre members has also been a determining factor depending on the school in which the training takes place. The reaction and the type of cooperation of the administrator also determines the degree of effectiveness of the cadre.

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[1]Memorandum from Henrietta Schwartz to DuSable Cadre, February 2, 1970, FTPP, University of Chicago.

Interns and experienced teachers in the cadres have expressed the opinion that in terms of the total school social system they have emerged as leaders in various school committees, activities and projects. Also, once the interns go into the school, their primary commitment and priorities shift to that of the school whereas before it was to the FTPP. This has led to a difference in interpreting, formulating and implementing the goals of the program among the staff, the committees and the cadre members. One result has been a resentment and resistance to research and evaluation.

The cross-roles concept of the program has to be reexamined also. One cadre operated without any educational specialists and was effective in implementing program goals. The Social Worker has operated more effectively in the elementary schools. One reason being given is that the smaller staff and structure of the elementary school facilitates her activities. On the other hand, the psychological specialists (there has been one placed in an elementary school and two in two high schools) have found that they can carry out their role functions more effectively in the high schools; although, there has been difficulty in defining exactly what they should do. The Adult Educator has been in only one school; however, the community in which she works has had favorable experience with educational institutions so her responsibilities and role implementation may be less difficult than in communities which have not had these experiences. The role of the Adult Educator is new so therefore the activities will have to be defined as it develops.

The program is now beginning to make greater use of experienced teachers who are already in the Chicago Public School system. This is because in most cases their commitment to urban education has already been demonstrated. Their experiences in the inner-city have made them aware that additional professional training is necessary to provide quality education for black students and most teachers welcome the opportunity to get this advance training. Because they are already Board employees, the placement year of the program would be equivalent to a return to their school after a leave.

Thus some factors seem to indicate that successful placement of cadres with "staying power" is dependent on the utilization of teachers who are already involved in the urban school system in which the university specialist

training takes place. This, however, does not negate the relevancy of the cadre model for training of prospective teachers.

This point of view has been examined by John Sawyer in his article, "The Ford Training and Placement Philosophy as the Basis for an Alternative Program to Train Teachers at the Undergraduate Level." His thesis is that since the standard training method for teachers fails to formalize and systematize the various inputs which can be most beneficial to the trainee, the use of the cadre model should be applied to undergraduate teacher training.[1] The methods by which the cadre model can be used in undergraduate teacher training are discussed with the emphasis on the idea that the model should be flexible enough to be adapted to widely different needs.[2]

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[1] John Sawyer, "The Ford Training and Placement Philosophy as the Basis for an Alternative Program to Train Teachers at an Undergraduate Level," Resources Papers, op. cit., pp. 102-103.

[2] Ibid., p. 106.

V

THE COMMUNITY AND THE FTPP

Community involvement which was to be a crucial part of the operational framework of the program did not develop as anticipated. The community component of the FTPP is viewed as having four divisions, ". . . the school communities, the communities of schools to be selected for future participation, the larger black community and other communities in which minority groups reside."[1] The stages of community response to the FTPP have ranged from open hostility to the program, a willingness to participate in the program and various degrees of disappointment with the operation of the program. Those who have viewed the program positively are, however, not too optimistic because of the fear that once their school is no longer involved in the program, cooperation, support and university resources will cease.[2]

Community involvement was one of the components of the collaborative base from which the FTPP model was to be developed.[3] The Inner-City Specialist Committee which developed the operational framework of the program stated that:

> University professors, practitioners in the public schools and citizens in the inner-city community all have insightful but incomplete perceptions of the facts and potentialities of the inner-city school . . . The citizen of the inner-city community can speak articulately of his own aspirations and of his hope for the improvement of community life and yet the ways of the school and its vernacular are strange to him and his suspicions of theory and the university campus are many. Cooperation of these persons in the development of a new approach to the training and placement and support of professionals will permit us to begin to solve problems of inner-city schools.[4]

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[1] "The Community Participation in The Ford Training and Placement Program," FTPP, University of Chicago, 1968, pp. 2-3.

[2] "Post-Summer 1968 Evaluation Questionnaire: Parent and Community Involvement," op. cit.

[3] Jacob Getzels, op. cit., p. 288. (supra, p. 12)

[4] Inner-City Specialists Committee, "A Program of Training and Placement of Professional Groups in Inner-City Schools, 1967," op. cit., p. 5.

The development of the proposal which eventually became the FTPP began in June, 1966. The Chicago Board of Education was informed of the proposal in January, 1967 and a request was made to have Chicago Board Personnel on the Planning Committee.[1] In March two people from the Board were put on the Planning Committee.[2] At this time, the Inner-City Specialist Committee were in the process of ". . . requesting community organization personnel to join the committee even though specific school neighborhoods to be involved in this project have not yet been determined."[3]

In April, 1968, a suggestion to include community people and community agency representatives was made in an Advisory Committee meeting but no action was taken.[4] Later in April, the Director reported that planning for the orientation of community people was underway.[5] One plan that was proposed by the Director was the establishing of a pre-school program.[6] It was hoped that this project would involve the community. This proposal regarding a pre-school program has been suggested earlier. The purpose was to provide continuity in primary grade experiences but this proposal was never built into the program.[7]

Throughout the operation of the program, "The involvement of parents and community persons has been minimal, which may be attributed, in part, to the fact that the community's role in the program was not clearly defined."[8] Attempts have been made by the program to involve the community and the need for community participation was recognized.[9] However, the community participation which has existed has been on the cadre level rather than on the policy making committee levels.[10]

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[1] "Raw Chronology," on. cit., p. 3.

[2] Ibid.

[3] Inner-City Specialist Committee, "Programs . . . 1967," p. 2.

[4] "Raw Chronology," on. cit., p. 7.

[5] Ibid.

[6] Ibid., p. 8.

[7] Ibid., p. 7.

[8] Memorandum from Patricia Edgar, on. cit., p. 25.

[9] "Raw Chronology," on. cit., p. 8.

[10] Raymond Jerrems, et. al., "Progress Report, January, 1969," on. cit., pp. 4 and 5. Also, "Raw Chronology," on. cit., pp. 20-21.

"Attempts were made to 'involve' the community (primarily parents) in the first summer program; however, because of the differing sets of expectations held by parents and other participants, these efforts were somewhat less successful."[1] One of the attempts made by the FTPP to involve the community was a Community Saturation Program. This was to be part of the summer training program for the cadres. The DuSable cadre planned and gave four breakfasts for parents in the community. The cadre had the assistance of five community people who participated in the cadre meetings until, ". . . after the third week, the community people participated little beyond simply attending and sitting on the periphery of the group."[2] They did, however, point out that schools and community agencies make promises and rarely live up to them.[3] The Kenwood cadre helped to organize parents and community agencies to establish a coffee house program whereby students and teachers could meet informally. During its operation it was considered successful.[4]

The Kerfoot community was involved with the FTPP. They were concerned with the nature of the FTPP's relation to the Board of Education. They objected to the principal that had been selected for the school who was white. On the part of the FTPP, there was the acknowledgement of " . . . the validity of black unwillingness to be guinea pigs."[5]

In the Summer Program, 1968, the "Kerfoote-Vincennes" cadre requested the Executive Committee to give them information on identifying the legitimate voices in the community, and on how the community would achieve a formal legitimate role in the FTPP. The suggestion that a task force be organized to identify or define the community-school-university roles, responsibilities and relations.[6]

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[1] Memorandum from Patricia Edgar, op. cit., pp. 25-26.

[2] Ted Welch, "The DuSable Cadre of the FTPP: An Observer's Report of Its Growth and Metabolism," FTPP, University of Chicago, February 12, 1969, p. 5.

[3] Ibid.

[4] Memorandum from Patricia Edgar, op. cit., p. 20. Memorandum from Taylor Griffin, Re: Cadre Community Activities, FTPP, University of Chicago, December 4, 1968.

[5] "Raw Chronology," op. cit., pp. 13 and 14.

[6] Ibid., p. 14.

The Horace Mann cadre has made great effort to work with the community. "During the FTPP introduction to the Horace Mann School community, a great deal of overt hostility existed between the community and the school. However, both responded favorably to the idea of the FTPP going into Mann . . . "[1] There have been difficulties and conflicts but cadre-community relations continue to improve.[2] The Forrestville cadre has not been involved in the community in any organized activity per se.[3] The Hyde Park cadre had community representatives, but the participation of some of them was through the Woodlawn Experimental Schools Program; thus there was no real active involvement with the community.[4]

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[1]Memorandum from Taylor Griffin, op. cit. and "A Community Representative's View of the Cadre: An Interview," as told by Lester Bell to Sandra McClenney (Tolbert), Resource Book, op. cit., pp. 69-73.

[2]Ibid.

[3]Bruce Thompsett, op. cit., p. 11.

[4]Ibid., p. 14.

VI

THE CHICAGO BOARD OF EDUCATION AND FTPP

THE UNIVERSITY OF CHICAGO

The Chicago Board of Education became involved in the FTPP in the third phase of the planning. The first stage was the conception of the idea of a teacher-training program which would address itself to the educational problems of the inner-city. This stage involved both the University of Chicago and the Ford Foundation. Ronald Campbell, Dean of the Graduate School of Education and Chairman of the Department of Education, was one of the central figures in this stage.[1]

The second stage was the development of both a conceptual and operational framework of a teacher-training program which would meet the needs of a teacher-training program that would focus on the education of students in the inner-city. The proposal was developed by the Inner-City Specialists Committee and formalized by Jacob Getzels in a paper entitled, "Education for the Inner-City: A Co-ordinated Program of Training, Intervention and Research." The central figure in this stage was Frederick Lighthall, Associate Professor in the Department of Education, who was Chairman of the Inner-City Specialists Committee.[2]

Since implementation of the program was contingent on the collaboration of resources of both the University of Chicago and the Chicago Board of Education, it was necessary to secure the interest of the Board in terms of the degree of their commitment to the program before the university submitted the proposal to the Ford Foundation. This was done in January, 1967, at a meeting in which Ronald Campbell, Frederick Lighthall, James Redmond, General Superintendent of the Chicago Public Schools, and other educators were present.[3]

Central to this discussion were the probabilities of successful implementation of the program in the Chicago Public School system in terms of and in relation to its organizational structure and its educational programs. Contingent to the successful operation of the program was that

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[1] "Raw Chronology," op. cit., p. 1.

[2] Ibid., pp. 1-3.

[3] Ibid., p. 3 and Frederick Lighthall, Report on a meeting with James Redmond, FTPP, University of Chicago, 1967. (Typewritten)

implementation of it in Chicago Public Schools would necessitate the development of new role relationships within the entire matrix in which the school system operated.[1]

One of the issues discussed in relation to the FTPP was the role of the administrator in decision making in that instead of the administrator making unilateral decisions when he wants something done, he would involve other people and involve them long enough to let the slow process of a group take its course and not get impatient half-way and seize control again.

In discussing cross-role training, the point was brought out that the emphasis on this type of training was not to train personalities, but to put people into an entirely new situation and have them work together in ways that they have not worked before, that this would be the catalyst to change them. And then after training, after working together, they will have what it takes to make change. What the program would do in relationship to reading was also discussed as well as the response of the program to community expectations of it.[2]

In March, 1967, two people from the Chicago Public School system became members of the Planning Committee.[3] In November, 1967, a Board of Education member became a member of the Executive Committee and in December, 1967, a person from the board was put on the Advisory Committee. In December, the Board of Education approved the FTPP.[4]

Thus, there have been three years of collaborative effort between the Chicago Board of Education and the FTPP. A pattern of complex relationships have been established between the university FTPP and the Chicago City Public Schools. These layers of relationship are criss-crossed by a network of line and staff distinctions in the board which have involved the Assistant Superintendent for Personnel, the Vice-Chairman of the Board of Examiners, the Secretary of the Board of Examiners, the Area A Associate Superintendent, the Assistant Superintendent of Schools in Pupil Personnel Services and Special Education, the Director of Social Work in the Bureau of Pupil Personnel for Area A, the District Superintendent, Personnel from

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[1] Frederick Lighthall, "Report," op. cit., p. 8.

[2] Ibid., pp. 9-10.

[3] "Raw Chronology," op. cit., p. 3.

[4] Ibid., pp. 4-5.

the Department of Curriculum and high school and elementary school principals.[1]

In a letter to the FTPP, the General Superintendent said that the Board of Education had learned a great deal from the program. He said:

> useful start has been made in the development of a new approach to the training of urban educators. More specifically the program has made the public school personnel aware of the importance of interpersonal relations and mutual supports in any efforts seeking to provide positive experiences for beginning teachers in the school. Passing a certification examination does not insure that one is automatically able to function as a teacher or principal.[2]

Other areas in which the Board of Education has worked with the FTPP is in curriculum. Cadre work in curriculum development has been supported by the Chicago Board of Education. Non-quota positions have been provided to free teachers from classrooms to conduct a specialized reading program at Horace Mann School. Also, a matching funds arrangement was developed whereby both the FTPP and the Chicago Board of Education contributed monies to facilitate the in-service development of a program in Black Literature at DuSable High School as well as in the development of basic and essential math material. The same thing was done in instituting an Adult Education Program at Kenwood which is now supported by the Board of Education.[3]

The board has also provided the means of securing positions for the cadre in the cooperating schools, pays the salaries of the JAT and ST interns during their intern year. Two new positions have been established by the Board--that of Adult Educator and School Social Worker.[4]

The University of Chicago has also been affected by its relationship with the FTPP. "It is one thing for academics to declare that they wish to do more in teacher education for the inner-city; it is quite another

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[1] "Progress Report, June, 1969," op. cit., p. 4.

[2] FTPP, "Relations with the Board of Education and FTPP," FTPP, University of Chicago, 1970. James T. Redmond and Curtis G. [illegible] "The Ford Training and Placement Program and the Chicago Public Schools," Issue Papers, op. cit., pp. 7-13.

[3] "Relations with the Board of Education and FTPP," op. cit., pp. 3-4.

[4] Ibid.

thing to actually work at it as has been required in the Ford program."[1] University faculty members who are directly involved in the program as well as others who are related to it or interested in it offer their services to the program. Faculty members in the area of reading, social services, child development, adult education and others who are interested in urban education, research, and evaluation have contributed valuable inputs to the development of the program.[2]

Experience with the FTPP has focused the university's attention on the need to establish programs for experienced teachers who want retraining. Also, the cross-role method of teacher training, use of special resources, and the retraining concept in the operation of the cadre have been incorporated in the planning and implementation of other university training programs and proposals such as the Training of Teachers of Teachers Program, the Teacher Leadership Training Proposal and the National Task Force on Geography in Urban High Schools Proposal.

The Midwest Administration Center has introduced a special doctoral program for urban administrators in the inner-city. Administration interns in the MAC have worked as Cadre Liaisons in the FTPP whereas in 1968, the MAC had only two people who were interested at that point in the FTPP and that there were no 'in-basket' techniques for 'inner-city' situations.[3]

The fourth goal of the FTPP is the demonstration and dissemination of the new curricular material and methods especially relevant to the inner-city schools. The information and techniques that have been developed have and will be disseminated through conferences, workshops and articles by the participants who were involved in developing them.

Dissemination and Demonstration is a complex activity because the coordinator must be attuned to what is being done in the cadres and then formulate ways in which this information can be shared with public schools both in Chicago and outside of Chicago as well as with teacher-training institutions.

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[1]Donald Cambell, "The Ford Training and Placement Program and the University of Chicago," Resource Papers, op. cit., p. 3.

[2]"Relations with the Board of Education and FTPP," op. cit., pp. 5 and 6.

[3]"Raw Chronology," op. cit., p. 10.

Where is the FTPP going? For the first time since its incention the FTPP will have some degree of continuity in staff with the Executive Director continuing into her second year. Research and Evaluation will also continue into the second year with its same director. Plans for the Summer Program have been made with attempts to build in self-correcting controls whereby greater freedom is allowed in making greater uses of training resources. Attempts are being made to pyramid resources by giving continuing support to Forrestville, DuSable, and Horace Mann. In the 1970-1971 school year Ford will go into two high schools, Simeon and Dunbar (both vocational high schools) and one elementary school, Cornell. Demonstration and Dissemination will be increased in the 1970-1971 school year. Consideration is also being given as to the type of support and resources--both human and financial--to teacher-training institutions and school systems that wish to model their programs after Ford. Already two requests have come from educational institutions in Philadelphia and Boston which are basing their programs on the cadre model. In planning for the 1971-1972 school year, there will perhaps be two elementary school cadres and one high school cadre. This focus on the elementary schools is one response to data from Research and Evaluation in terms of implementing the goals of FTPP.

JEM:rcc
7/23/70

APPENDIX A

SOME DESCRIPTIVE STATEMENTS*

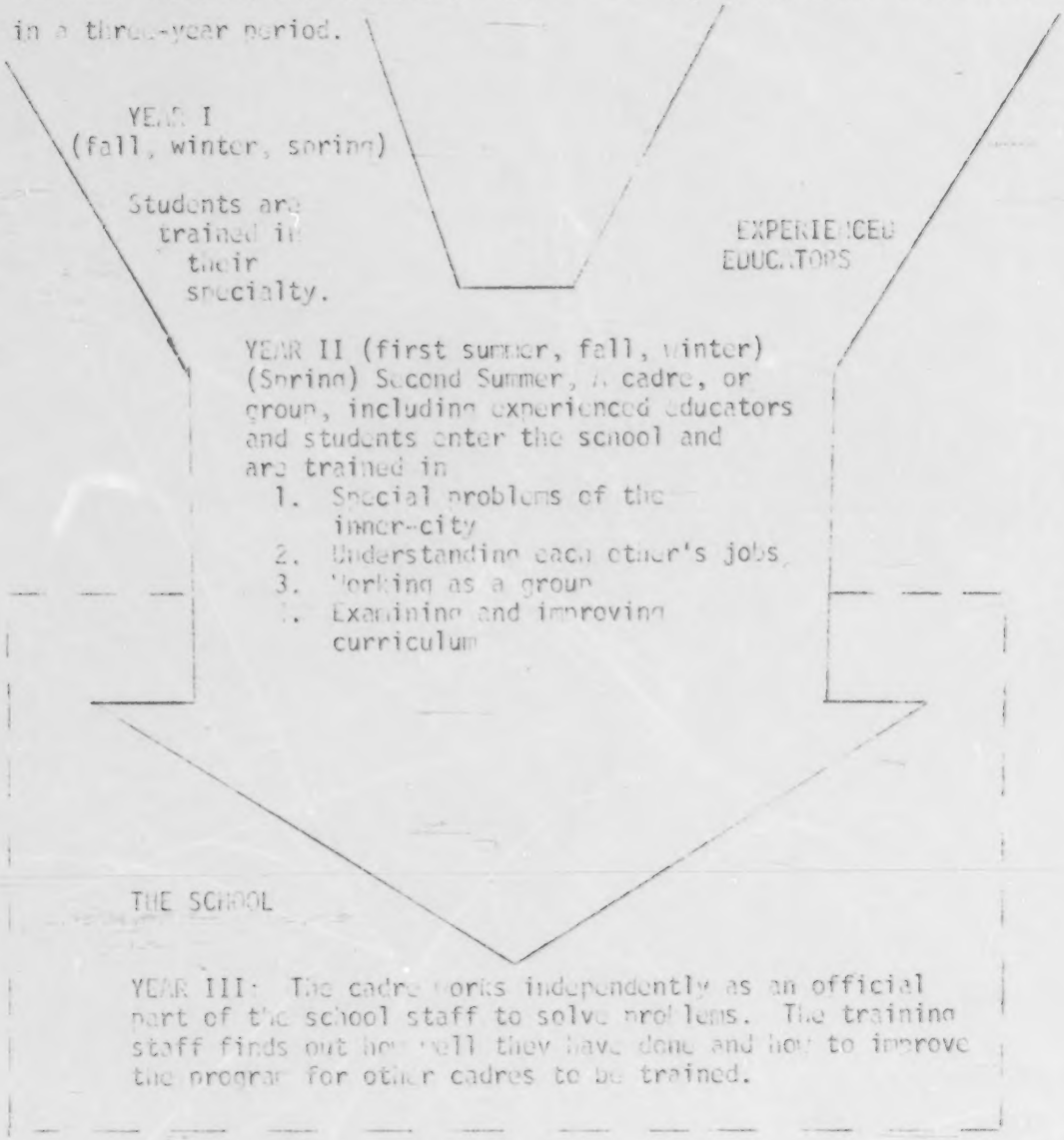
*This was written in 1983; however, the description is still applicable to the FTPP as it operates today.

AN OVERVIEW OF THE PROGRAM

The goal of the Ford Training and Placement Program is improved education in inner-city schools. It assumes that education can be improved if:

1. Educators have training in the problems of the inner-city school.
2. Educators work as a team, not in isolation, to solve problems.

The Ford Training and Placement Program will try to do these two things in a three-year period.


YEAR I
(fall, winter, spring)
Students are trained in their specialty.
EXPERIENCED EDUCATORS
YEAR II (first summer, fall, winter) (Spring) Second Summer, A cadre, or group, including experienced educators and students enter the school and are trained in
1. Special problems of the inner-city
2. Understanding each other's jobs
3. Working as a group
4. Examining and improving curriculum
THE SCHOOL
YEAR III: The cadre works independently as an official part of the school staff to solve problems. The training staff finds out how well they have done and how to improve the program for other cadres to be trained.

THE CADRE: FORMATION AND TRAINING

A typical cadre will be made up of about sixteen people, eight student interns and eight experienced educators from the school. The intern members will be selected by the special program directors and the administrative staff. The experienced teachers will be selected by the principal and the administrative staff. Both will be selected to represent many different roles in the school. A typical cadre would look something like this:

CADRE MEMBERS

INTERNS	EXPERIENCED
MAT social studies	Principal
MAT social studies	Counselor
MAT math	Librarian
MAT English	math teacher
psychological specialist	biology teacher
MAT chemistry	math teacher
adult educator	social studies teacher
social service worker	English teacher

The cadre training will begin by learning about the things that will help the cadre operate successfully. Most of the early subject matter will be planned and presented by the University staff. As the training continues, less and less will be planned by the staff, more and more by the cadre itself. By the end of the second summer the cadre will be working independently, deciding for themselves what resource people can help them in what ways.

CADRE TRAINING:

THE FIRST SUMMER PROGRAM
(Following the year of specialist training for students)

The summer training program brings together different people from different roles in different settings. It is an intensive program to prepare these people to work well together to improve inner-city education.

The first summer program during the summer of 1968 had four main components:

1. Careful study of the nature of the community
2. Analysis of curriculum problems within disciplines and across disciplines.
3. Training in group process
   . Micro-teaching as a means of studying the process of instruction.

THE SECOND YEAR PROGRAM

As the cadre begins its work in the school, it will become more autonomous. During the month of September as members are beginning the school year, there will be no active program. Late in September or early in October, the cadre will begin its work as a group. That work will be under the umbrella of a University course (in 1968-69 numbered education 438, 461). Students will be formally registered with tuition paid by the FTPP. Experienced teachers will be paid for the course as inservice training; if they desire University credit for the course they must pay for it at the extension rate of 1/2 tuition.

The nature of the course will be determined by two sources: norms defined by the staff; problems and actions determined by the cadre members. Norms defined by the staff for the 1968-69 cadres included:

1. Cross-role
   a. Continuing analysis of group process under the direction of a group process observer
   b. Specification of individual professional problems
   c. Determination of common problems within the cadre
   d. Determination of in-cadre and out-of-cadre resources for problem attack.
2. Curriculum
   a. In-role cooperation and critiquing between interns and experienced teachers.
   b. Identification and attack of curriculum problems common to the cadre and the inner-city school
   c. Continuing study of curriculum problems within each discipline
3. Time commitment of approximately four hours per week for formal group activities

THE SECOND SUMMER PROGRAM

The nature of this program will be determined from the evaluation of weaknesses and strengths of the cadres in the schools this year.

APPENDIX C

SPECIALIST PROGRAMS

ADULT EDUCATION PROGRAM

This two-year program is for students with a Bachelor's or a Master's degree. One can work toward a Master's degree (the first one or a second one), and/or a Certificate of Advanced Studies, and/or a Ph.D. It prepares them to become adult education specialists. During the first year, they take courses and seminars in adult education, courses in the major disciplines of education and the social sciences. During the second year, they work in the schools half-time, continue the seminar in adult education, and continue to meet degree requirements.

MASTER OF ARTS IN TEACHING PROGRAM

This two-year program is for liberal arts graduates. The program prepares them to be secondary teachers in fields of English, social studies, art, foreign language, mathematics, geography, library science, physics, chemistry, or biology. During the first year, they take academic courses in their teaching field and specially designed courses in education. During the second year, they teach two-fifths-time as interns, take a seminar in education, write a Master of Arts in Teaching paper, and work as cadre members. At the end of the two years, they receive a Master of Arts in Teaching degree and are qualified for certification in almost every state.

MASTER OF SCIENCE IN TEACHING PROGRAM

This one-year program is for liberal arts graduates or experienced teachers. The program prepares them to become elementary teachers. During the first year they take seminars in the discipline of education, seminars in subject matter, a practicum, and student teaching. During the summer of the first year they write a Master's thesis which completes the requirements for the Master of Science in Teaching degree. During the second year they teach half-time, take a course in discipline, and work as cadre members.

PSYCHOLOGICAL SPECIALIST PROGRAM

This two-year program is for liberal arts graduates. The program prepares them to become social psychological specialists to enhance interpersonal and cooperative communication and to facilitate inter-group problem management in the school. During the first year they take courses in general education, courses in educational and social psychology, and carry out observations in schools. During the second year they work in the schools half-time, take a course and practicum each quarter, and work as cadre members. After completion of a comprehensive examination and a Master's thesis, they receive a Master of Arts degree in educational psychology. Chicago Public School certification requirements for the role of psychological specialist are not as yet prepared.

SOCIAL SERVICE PROGRAM

This two-year program is for liberal arts graduates. The program prepares them to become case, group, or community social workers. During the first year they take courses in social welfare policy and services, personality, basic methods of social work, and field work. During the second year they work in the school half-time, take three courses each quarter and work as cadre members. At the end of two years, they receive a Master of Arts degree in social work.

APPENDIX C

CHRONOLOGICAL CHART OF THE FTPP IN OPERATION

	1968-1969	1969-1970	1970-1971	1971-1972	1972-1973
RECRUITMENT of University-based educational specialists, MST's, MAT's, experienced teachers, and school administrators. SCHOOL SELECTION CADRE FORMATION					
FIRST YEAR 1. SUMMER PROGRAM a. focused preparation on teaching in central-city schools b. coordinate preparation in understanding and learning how to use resources of each cadre member. 2. INTERNSHIP YEAR a. cadres placed in schools; members work 2/5, 1/2 or full-time b. coordinate and focused preparation continues in weekly and monthly training meetings.	DuSable Kenwood Lewis-Champlin	Horace Mann Forrestville Hyde Park	Cornell Simeon Dunbar		
SECOND YEAR 1. SUMMER PROGRAM cadres develop proposals--to be the basis of educational activities for: 2. PLACEMENT YEAR cadres full-time in schools.		DuSable Kenwood (Lewis-Champlin cadre disbanded)	Horace Mann Forrestville (Hyde Park's continued participation under consideration)		
THIRD YEAR (Cadres no longer officially connected to the FTPP.) "Extended" cadres consist of additional teachers from school staff. FTPP resources available and utilized.			DuSable		

APPENDIX D

CHART ON THE ORGANIZATIONAL IMPLEMENTATION
OF THE CONCEPTUAL GOALS

CONCEPTUAL GOALS THEORY	OPERATIONAL GOALS	IMPLEMENTING OPERATIONAL GOALS
FOCUSED PREPARATION Train teachers, counselors, school psychologists and administrators horizontally, that is, specialist training program to focus on educational problems and conditions unique to the inner city; thus, this program would: 1. ATTRACT people who are specifically interested in teaching in the inner city. 2. INCREASE the number of educators who are specialists trained specifically to work in inner-city schools. 3. HELP DEVELOP professional esprit in inner-city schools in that these specialists would be there because of personal preference.	1. To create a professional group or cadre made up of University students in training plus professional members of the school staff representing various disciplines which will have a broad knowledge of the school program and the functions of each professional role.	1. MAT Program 2. MST Program 3. SSA Program 4. Social Psychological Specialist 5. Adult Education Specialist EXECUTIVE COMMITTEE University-based FORD STAFF SCHOOL LIAISON COMMUNITY LIAISON EXPERIENCED TEACHERS and ADMINISTRATORS
COORDINATE PREPARATION Joint examination by educational specialists of problems in education in the inner-city schools.	2. To help the cadre analyze existing programs, curricula, texts and teaching materials and to work to modify them or to develop new ones which will be more responsive to the needs of the students.	CROSS-ROLES COMMITTEE CADRE LIAISON SUMMER PROGRAM GROUP PROCESS CONSULTANT CURRICULUM COMMITTEE COORDINATING COMMITTEE CURRICULUM COORDINATORS

CONCEPTUAL GOALS THEORY	OPERATIONAL GOALS	IMPLEMENTING OPERATIONAL GOALS
FORMATION AND PLACEMENT OF CADRES 1. A cadre gives mutual support in the face of difficulties. 2. A cadre has greater effect on a school than would be possible if the same number of individuals were placed there separately.	3. To assist the school staff in developing a sense of shared responsibility for the entire program of the school.	SCHOOL IN WHICH THE CADRE IS PLACED INTERNSHIP YEAR PLACEMENT YEAR
ESTABLISHMENT OF DEMONSTRATION AND INDUCTION SCHOOLS 1. To find a systematic mechanism so that general findings might be put into specific practices. 2. To provide a locus of observation for prospective teachers, counselors, school psychologists and administrators. 3. To make available to the school district new materials and methods especially relevant to that district. 4. To serve as a "halfway house" or point of entry from training to practice.	4. To study the process and the effects of this program in order that the results may be evaluated and the findings shared. 5. To develop model programs which can be disseminated widely for the training and placement of teachers and other professionals for inner-city schools.	RESEARCH AND EVALUATION STAFF COORDINATOR OF DISSEMINATION AND DEMONSTRATION

APPENDIX E

CROSS-ROLE TRAINING AND THE FORMATION OF PROFESSIONAL GROUPS

*This statement of cross-role training was formulated before the FTPP started and it is the basis of cross-role training. There have been modifications but the theory is essentially the same.

The goal of this program is collaboration among professionals in the public schools to define and solve educational problems; collaboration among the professional training programs in the University for the training of such professionals is the means. Through cross-role training each professional group will gain new perceptions of the roles of the other groups and new knowledge about ways to communicate and to work with them. Through planning for cross-role training, the respective staffs of the professional training programs will gain new insights into the essential catholicity of their intentions and the complementarity of their efforts. These new perceptions imply modifications of training plans, methods, and goals. Specifically, commitment to cross-role training for collaboration involves some loss of programatic autonomy.

The sequence of training to develop competent and collaborative behavior among professionals has three phases (see Figure 1). The first stage is one of specialized role training. Here a teacher trainee, for example, learns some important specialized functions of the teaching role. Trainees in adult education, psychology, and administration also receive their own specialized training during the first year of the program. The first phase of training is the phase of specialized role training.*

The second phase brings the four professional role groups together for cross-role training. Cross-role seminar-practicums occupy eight of the twelve quarter courses during the second year, after an initial quarter course in the last part of the first year. This phase of training is the phase of cross-role training.

The third phase is a placement phase, where cross-role professional groups (sometimes referred to as "cadres") of from eight to twelve members are employed and placed as groups in a school. In this phase each member of the group assumes full professional responsibility in the school. The University continues consultative and educational support only to a limited degree; the cadre is now assumed to be on its own

*Because conceptions of professional roles in schools will undoubtedly change as a result of later, cross-role and group placement experiences, the nature of specialized role training will also be modified from year to year.

resources. This phase is the phase of cadre placement.

Phase I: Specialized Role Training

In preparation for the cross-role experience, each of the special programs will focus on three kinds of role training. First, each will provide special training, e.g., courses in the disciplines for MAT students. Second, each will provide training in the foundations of education, e.g., psychology, sociology, history, etc. Third, each will offer opportunities for appropriate skill training, e.g., student teaching in the MST program, practicum in the psychological specialists program.

Phase II: Cross-Role Training

Cross-role seminar-practicums will have (1) substantive content--e.g., theory of classroom management; theory of inquiry; communication patterns across roles and social strata; conceptualization of the formal properties of problems from several philosophical viewpoints; social systems theory; and interpersonal theory; (2) data-gathering and data-interpretation exercises--e.g., observation of cross-role communication patterns in local schools; Flanders-Amidon analyses of classroom interactions; interviewing school staff members, parents, and children as to the key difficulties standing in the way of better education; observation of crisis management in schools; (3) interpersonal and professional skill training--e.g., the interview; microteaching; observation and practice in the helping relation; role playing, simulation, and in-basket exercises in supervision, negotiating a role, and providing confronting feedback in ways the feedback can be used; (4) both between-group and within-group process analysis and conflict management--e.g., inter-group competition and negotiating exercises; t-group training; observation and practice at work-group member and leader functions in work groups; and (5) comprehensive projects for in-service and other training purposes--e.g., videotapes of the cross-role team's dramatized portrayal of the adult social system in a given school and school community; a training intervention by one team for other teams; a curriculum-instructional package for a particular classroom, derived from a diagnosis of the requirements of that classroom as a social system.

Work Load

	QUARTER	Beginning Third	Middle Third	Final Third
Phase I	Aut. 1			
	Win. 1	Specialized Role Training		
	Spr. 1			
	Sum. 1	Cross-Role Seminar-Practicum 1	Specialized Role Training	Specialized Role Training
	Aut. 2	Cross-Role Seminar-Practicum 2	Specialized Role Training	Specialized Role Training
Phase II	Win. 2	Cross-Role Seminar-Practicum 3	Specialized Role Training	Specialized Role Training
	Spr. 2	Cross-Role Seminar-Practicum 4	Cross-Role Seminar-Practicum 5	Cross-Role Seminar-Practicum 6
	Sum. 2	Cross-Role Cadre Preparation 7	8	9
Phase III	Aut. 3			
	Win. 3	Cadre Placement		
	Spr. 3			

Figure 1. Generalized schema of the three phases of training for inner-city specialists.

Cross-role experiences will involve participant observation in the concentric settings of school, community, and city. Participants in these preparatory cross-role seminars will have been selected from students working for degrees in the several role training programs. An additional source of recruitment, especially for the administrative components of the cadre, is the sabbatical leave available to staff members from the Chicago Public Schools. As they work together on educational problems in the concentric settings, participants in the seminar will analyze the individual and role relationships developing among them. Thus, they will learn the rudiments of a cross-role approach to problem solving in the inner-city school. In terms derived from their study of both themselves and the concentric settings, they might well begin to develop an understanding of the kinds of flexibility and degrees of freedom of action existing in the public school; an awareness of the resources available within the system and the community for use in local schools; an understanding of the problems involved in organizing and maintaining a complex system such as the Chicago Public Schools; and a knowledge of the formal relationships in the system (superintendent - district superintendent - school principal - teacher - teacher aide).

As a Phase II measure to prepare for the inevitable tensions generated in Phase III when a group (the cadre) with one history and set of norms becomes closely associated with a group (placement school faculty) with another history and set of norms, we hope to involve cadre and other receiving school staff members in the mutual design of and participation in activities to expand awareness of inner-city school pressures and community life. There have already been requests from faculty members from one potential receiving school for this kind of mutual training enterprise. Such activities would be carried out in the latter part of Phase II. They would include seminar-practicums for skill training and problem solving of the kind described above.

Phase III: Cadre Placement

Two years of university-centered training lead to a third year of training that is clearly training in residence. The two years of non-resident training have as their whole purpose the development of effective professional groups with competent group members. The third year's purpose is to test and improve the group's effectiveness. Part of the group's

effectiveness, of course, is the extent to which it can retain its problem-solving power without becoming the object of suspicion, without excessive violation of norms already operating in the host school, and without becoming encapsulated and isolated from the rest of the school staff.

In order to insure competent cadre membership, three selection points in the first two years are contemplated. The first selection is our initial recruitment of students to the educational quadrangles at the university. The second selection point is in the winter of the first year, where cross-role trainees will be recruited. Not all specialized role trainees will opt for cross-role training and perhaps not all of those who opt for it will be selected. A third point of selection will occur in the winter and spring quarters of the second, cross-role phase, in the actual formation of cadres in preparation for placement in the autumn. The spring and summer quarters of the cross-role phase will be increasingly devoted to cadre training.

We should emphasize here that students (and professionals in service) from the various specializations will be recruited to the program at various points in time. A psychological specialist, for example, may join a cross-role seminar and a professional group after two year of special field training while an elementary teacher in training may make a similar commitment after only one year of study. Teachers presently at work in receiving schools may not participate in either special field or cross-role training, yet may join the professional group for total faculty training several months before the professional group is placed in the receiving school. Some participants in cross-role seminars may choose not to join professional groups for the practicum stage and placement in inner-city schools.

Interaction among cadre members will become less and less cadre-centered and more and more school-centered as the Phase III year proceeds. Here, as in the cross-role training phase, there will be supporting persons from the University to help the cadre understand and deal with the tensions that arise from placement of the cadre in the school. The initiative for seeking such help, however, will be with the cadre itself. It is essential that members be able to deal with the inevitable group tensions associated with cadre placement in such a way as to integrate the cadre into the school and to prevent its isolation from the rest of the faculty. It is essential,

also, that the cadre have within it the capability of calling for help with its inter-group problems when it needs it. Resources for such help will exist within the school staff at large, but will be specially available from the University during the first year of Phase III.

Cadre Operation and Evaluation

Phase III is essentially an open-ended phase, beginning with placement and continuing throughout the life of cadres and their subsequent transformations and influences in the receiving school. The first year of a cadre's operations will be crucial for its subsequent form and effects. Evaluation of the cadre will begin immediately upon placement -- concentrating on the processes and relations among cadre members and on the relation between the cadre and the rest of the faculty -- and it will continue for two years beyond the first, placement, year -- concentrating on attrition from cadre ranks, dissemination of norms or techniques to other staff members, and pupil achievement.

Some details about the first year of cadre life may be hazarded. There will be conflict between a pressure away from interaction among the cadre members because of role-specific tasks and a pressure toward tight, in-group interaction for support of norms and techniques that are strange to other members. But continuous weekly meetings, interspersed with more frequent contact informally, will serve to orient and support practical action alternatives for role-specific demands. Such meetings should also yield the formation of major problems and the development of action proposals for dealing with them, as the year proceeds. Some collaborative development of curriculum materials will undoubtedly take place. We can also anticipate dissemination of materials and practices from host school staff to cadre staff members as conscious attempts are made by cadre members to work with non-cadre staff in the improvement of their (cadre members') teaching, consulting, and administrative responsibilities.

APPENDIX F

CONFLICTS*

*"Conflicts was written in 1969. It is an important statement in terms of the problems which can develop in the conception and operation of an experimental program.

INTRODUCTION

The foregoing general description of the program suggests that changes in program planning and operation are needed. In order to accomplish this it will be useful to describe the difficulties in terms of conflicts. These conflicts arising from difference in point of view and in goal direction may be classified as conflicts in time scheduling, program focus, decision making, and budget.

PROBLEMS OF TIME CONFLICT

The majority of students who participate in the Ford Training and Placement Program are in the MAT program which prepares teachers in the various high school disciplines. Because of this fact, in planning the framework of the program with respect to course offerings and time schedules, the MAT program was taken as the model which needed to be modified in order to develop one appropriate for the Ford Training and Placement Program. It was assumed that the other training programs; which include MST, Psychological Specialist, Adult Education, and Social Work; would then adapt their programs to fit this model. Such an approach seemed practical since the MAT program was a two-year program while the MST program was a four-quarter program and could thus be extended to fit the new plans, and the other programs could be planned to fit the model so developed. It was decided that the first year would be made up of academic programs devoted to each student's discipline. The summer after that the ensuing three regular quarters, and the second summer would include the internship, the seminar to develop the cadre through the cross-role concept and the writing of the master's paper. The difficulty with adding the cadre activities tothe MAT second year had to do with the fact that the MAT students already ahd a full work load which included a three-fifths teaching load at a local high school, a continuing seminar which included Saturday meetings and conferences with individual subject coordinators, research and writing of a Master's paper, and, in some cases, taking courses in their discipline. The MAT students thus had their time schedules filled with three-fifths devoted to the teaching internship and two-fifths devoted to seminar and academic work. This schedule is illustrated in figure one.

In order to provide time for cadre activities and the Cross-role Seminar

Regular MAT Second Year

	1/5	1/5	1/5	1/5	1/5
Summer					
Autumn	3/5			2/5	
Winter	Internship			Seminar and	
Spring	(3/5 for 3 quarters)			Masters Paper	
Summer					

Figure I

it was decided to reduce the time allotted to the internship. This was possible since the time devoted to this phase was at least fifty percent greater than is required for certification in any state. An early plan for this envisioned reducing the internship to two-fifths and using the remaining three-fifths for Cross-role Seminar activities, a practicum, and work with coordinators. The two summer quarters were added in order to give more time for this. This plan is illustrated in Figure two.

This plan did not give a clear picture of what time would be available for work with coordinators or on the master's paper. Thus, a clearer plan was devised which reduced the time devoted to cross-role activities and separated them from the activities pertaining to each discipline. This is illustrated in figure three. In this plan the two-fifths time for the internship is spread over the three quarters making it more compatible with the needs of the school; two-fifths of the time during the regular school year remains available for work with coordinators and on the master's paper, and one-fifth of the time plus the two summers is reserved for the work of the cadres including the Cross-role Seminar. This was the model under which specific planning for the first summer program was undertaken.

After this planning was underway, it was proposed by curriculum coordinators and approved by the Executive Committee that a special curriculum component for the Ford Training and Placement Program should be constituted which would become part of the second year program. Through negotiation with those developing the summer program, it was agreed that half the time would be given to a curriculum seminar. This became the model for the entire year and thus the plan which is being used gives two-fifths of the time to the internship, one-half of the time to curriculum and work in the special field and one-tenth of the time to the cadre activities and the Cross-role Program. This is illustrated in Figure four.

To summarize this progression, consider the plan shown in figure two which gives three-fifths of the time to the Cross-role Seminar and related activities which will include activities in each discipline, but as a part of the Ford Program rather than as a part of the regular MAT program. By the time it was operational, the plan had become that shown in figure five where the regular MAT seminar was required of the Ford Training and Placement Program students and the one-fifth of the time gained was divided be-

FTPP MAT Second Year
(Early Plan)
(May, 1967)

Summer		Cross
Autumn	2/5 Internship	Role
Winter	3/5 for 2 quarters	Seminar
Spring	Practicum	
Summer		Cadre Preparation

Figure 2

FTPP MIT Second Term
(Later Plan)
(May, 1968)

Summer			
Autumn	2/5	Cross	2/5
Winter	Internship	Role	Seminar and
Spring	(2/5 for 3 quarters	Seminar	Master's Paper
Summer			

Figure 3

FTTP MAT Second Year

(Actual Program)
(June, 1968)

Summer						
Autumn	2/5		Seminar		2/5	
Winter	Internship		Role	Seminar	Seminar and	
Spring	(2/5 for 3 quarters)		Cross	Curriculum	Master's Paper	
Summer			1/10	1/10		

Figure 4

tween the Cross-role Seminar and a Curriculum Seminar. It may be recalled that a key point of the original thesis upon which this program was based was an assumption that training for teachers in inner-city schools needed to be different from that given to those planning to teach in the suburbs. Instead of giving different training we are giving the same training to all and then superimposing additional work for those planning to work in the inner-city. This additional work includes some cross-role training and attempts to build a cohesive group within the school with skills and confidence to work for change. Also added is additional work in the area of teaching and in general curriculum issues.

The Cross-role Seminar is seen by cadre members and staff of the University as greater than one-tenth of the program; this means that time requirements, commitment, and expectations are greater. It should also be noted that for the MAT's in the Ford Training and Placement Program the internship load that they carry is not fifty percent less than that carried by other MAT's as is suggested by the use of two-fifths and three-fifths time to describe them. The MAT's in the Ford Training and Placement Program teach two classes instead of three as do the other MAT's, but in addition they all have a division or home room which gives a great deal of added responsibility. The MST teachers and the students in the special fields are committed to spending half of their time in the classroom or in the field and thus they too have a load which is greater than one hundred percent. It might be fair to say that the program expectations of the cadre members are for six-fifths of the program.

APPENDIX G

Calendar of FTPP Activities for November, 1969

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 Hyde Park Cadre Ida Noyes Hall, 3:15 - 5:15 p.m. Forrestville Cadre, 5:30 to 7:30 p.m.	4	5 Horace Mann Cadre UH 209, 4:00 p.m. Staff and Consultants, 9 a.m., J 339	6 Horace Mann Cadre, PTA, and Community, 7:30 p.m., St. Thomas Church	7 Staff Meeting J339, 9:30 a.m.	8
9	10 Hyde Park Cadre Ida Noyes Hall, 3:15 - 5:15 p.m. Forrestville Cadre, 5:30 to 7:30 p.m.	11 Cross-Hole Comm, J 329, 3:30 p.m.	12 Horace Mann Cadre Parish House, St. Thomas Church 3:30 p.m.	13 Coordinating Comm J 339, 10:30 a.m.	14 Staff Meeting, J 339, 9:30 a.m.	15
16	17 Executive Comm. Meeting, J 103, 3:30 p.m. Hyde Park Cadre, Ida Noyes Hall 3:15 - 5:15 p.m. Forrestville Cadre	18	19 Horace Mann Cadre Same as No. 12 All-day Staff Mtg. 9-5 Center for Continuing Ed. PTPP OFFICE CLOSED	20 All-day Staff Mtg. 9-5, Center for Continuing Ed. PTPP OFFICE CLOSED	21 Staff Meeting J 339, 9:30 a.m.	22 Joint Cadre Mtg., H.S. 301- 302-303, 9-1
23 30	24 Hyde Park Cadre, Ida Noyes Hall, 3:15 - 5:15 p.m. Forrestville Cadre, 5:30 to 7:30 p.m.	25	26 Horrace Mann Cadre, Parish House, St. Thomas Church, 3:30 p.m.	27 Thanksgiving Holiday	28	29

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